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ABSTRACT

The themes of the 22nd Annual International Association of School Librarianship conference were: "Building a Picture of Society in the Year 2000"; "Literature--Themes of the '90s Towards the Future"; "Education--Partnerships To Develop Life-Long Learners"; and "Technology into the 21st Century." The following papers were selected for publication by the editorial committee: (1) "Australia's Contribution to International School Librarianship" (Joe Hallein; and others); (2) "The Financial Value of the Teacher Librarian" (Fay Nicholson); (3) "Towards Achieving a Critical Thinking Society in Malaysia: A Challenge to School Libraries and Educational Systems" (Raja Abdullah Yaacob and Norma Abur Seman); (4) "Across the Curriculum: Across the World" (Blanche Woolls); (5) "Violence in Children's Literature Today" (Maureen Nimon); (6) "The Politics of Children's Literature" (Jean A. Webb); (7) "History, Dreams and Reality: Storytelling Programs in Malaysia" (Mohd Sharif Mohd Saad); (8) "Training School Librarians for the Nigerian School System: A New Perspective" (David F. Elaturoti); (9) "Managing Media Centers in Secondary Schools" (Jan A. Kruger); (10) "Library Training in the South Pacific from 1972-1993" (Melvyn D. Rainey); (11) "The Role of the Public Library in Supporting Education in the Natal Region" (Rookaya Bawa); and (12) "Computerizing the Chinese International School Libraries" (Marilyn McMahon). (SWC)

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22nd
Annual Conference

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

SELECTED PAPERS

ST. PETER'S COLLEGE
ADELAIDE, SOUTH AUSTRALIA

SEPTEMBER 27-30, 1993

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DREAMS and DYNAMICS

Selected Papers from the 22nd Annual Conference
International Association of School Librarianship
held concurrently with
The XIII Biennial Conference of
The Australian School Library Association

St. Peter's College
Adelaide, South Australia

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Preface

At each conference of the International Association of School Librarianship the president appoints an editorial committee to review all papers presented at the conference and select those that will be published as selected papers. Selection of papers is based upon the following criteria:

Applies to the conference theme
Integrates with other papers on the conference theme
Presents information applicable to a large percentage of association members
Is well written
Presents *new* information or information new to association members
Adheres to proposed length
Unique information
Represents a wide variety of countries.

Papers are edited for clarity, grammar, and spelling by the committee members who forward their suggestions to the chair of the committee who is responsible for the final copy.

The Editors:
Sigrun Klara Hannesdottir
Blanche Woolls
Donald C. Adcock, Chair

IASL CONFERENCE PROGRAM

Building a Picture of Society in the Year 2000

Australia's Contribution to International School Librarianship by Joe Hallein, Fay Nicholson, Judy Phillips and Barbara Posten-Anderson

The Financial Value of the Teacher Librarian by Fay Nicholson

Towards Achieving a Critical Thinking Society in Malaysia: A Challenge to School Libraries and Educational Systems by Dr. Raja Abdullah Yaacob and Norma Abu Semen

Across the Curriculum: Across the World by Professor Blanche Woolls

Literature . . . Themes of the 90's . . . Towards the Future

Multicultural and Multilingual Materials in the Primary School: Why, What, and How? by Richard F. Barter

Diaries, Dreams and Dynamics: An Introduction to a Video Book Talk on Diaries to 10th Grade Students by Valerie J. Downes

Violence in Children's Literature Today by Maureen Nimon

History, Dreams and Reality: Storytelling Programmes in Malaysia by Mohd Sharif Mohd Saad

The Politics of Children's Literature by Dr. Jean A. Webb

History, Dreams, and Reality: Storytelling Programs in Malaysia by Mohd Sharif Mohd Saad

Education . . . Partnerships to Develop Life-Long Learners

The Role of the Public Library in Supporting Education in the Natal Region by Rookaya Bawa

Libraries Go Public . . . Relations That Is by Marvene Dearman and Ann Nauman

Training School Librarians for the Nigerian School System: A New Perspective by David F. Elaturoti

Managing Media Centres in Secondary Schools by John A. Kruger

Library Training in the South Pacific from 1972-1993 by Melvyn D. Rainey

Technology . . . into the 21st Century

V-Lib in Chinese International School by Marilyn McMahon

Australia's Contribution to International School Librarianship

by
Joe Hallein, Fay Nicholson, Judy Phillips, and Barbara Posten-Anderson

Australia has played a very active role in promoting and developing school librarianship on a international basis. Most of our aid projects in school library development have been in the Asia/Pacific region but programs have been carried out in other areas as well. The largest school library development project that has been carried out by Australians is the UNESCO School Libraries in Oceania Project that was launched by UNESCO in 1978 and has continued for thirteen years. A number of visits were carried out to investigate the state of school libraries in the southwest Pacific and to make recommendations to UNESCO for projects to help develop school library programs. Lawrence McGraw, Margaret Trask, Barbara Posten-Anderson, and Joe Hallein visited a number of South Pacific nations during the 1970s and 80s. Workshops for developing school library education programs were conducted by the project, and a group of Australian library educators prepared two courses for training teachers in the use of libraries, and for training school librarians. The courses, designed for both traditional class rooms and distance education, were published by UNESCO in 1989.

A regional meeting of librarians and educators from the Pacific region was held in Suva, Jiji in November 1983. The purpose of this UNESCO-funded meeting was to examine the course material to see if it met the needs of the region. Given the green light, it was then introduced into teacher education programs across the southwest Pacific.

In order to ensure that each country had qualified people to teach the course, UNESCO also sponsored a workshop in Sydney, Australia, in July-August, 1985 for sixteen librarians and teacher educators from ten Pacific nations. Par-ticipants were given detailed notes on teaching specific educational resources. Training pro-grams were also conducted for educators and librarians in western Samoa in 1986 and in Vanuatu in 1989 and 1990 with a further course held in 1991. The Vanuatu courses em-phasized easily accessible and inexpensive re-sources such as puppets, drama and movement, and book reports and discussion by teachers, as well as in-service training for librarians. More details of the Vanuatu project will be presented later in the paper.

Australian input to school library development has also taken placae as part of major educational development projects om the region. Some of these have been multi-lateral programs sponsored by agencies such as the World Bank which provided funding for the Solomon Islands Primary Education Expansion Project from 1983 to 1985. As part of this project provincial educational resource centers were established and basic ref-erence collections were supplied to schools. Project consultant, Joe Hallein, also conducted training courses for primary school educators in the effective use of educational resources. This project as well as other such as the STEP project in western Samoa also established libraries in the teacher training colleges and therefore exposed future teachers to the benefits of using a range of educational resources in classroom teaching.

Australia also contributes to school library development in the Pacific region as part of its programs to support international efforts such as International Library Year.

The Australian International Development Assistance Bureau has provided courses for educators from many countries on libraries and educational resources. Many of these are held at the Centre for Pacific Development and Training in Sydney. While many of these are held for participants from the Pacific region some, such as the course on educational resources held in 1982, had eleven African, Asian, and Pacific countries. The course was run by AIDAB in conjunction with staff from the School of Library Information Studies at the then Kuringai CAE. The International Development Program of the Australian University System has also been active in providing library development assistance. While most of its programs are designed to assist university libraries, it has also provided assistance to library schools. Some of the library school projects such as those held in conjunction with the University of Papua New Guinea are designed to improve training programs for teacher librarians.

Overseas school library practice placements for Australian school librarianship students have also proven to be valuable source of international school library development. Both the

University of Technology, Sydney and Monash University, Gippsland Campus have taken students to Vanuatu for school library practice and this year the Monash students did a month-long program in Thailand.

Australians have been active participants in international library organizations such as the International Federation of Library Associations and Institutions (IFLA) and the International Association of School Librarianship (IASL).

Contributions to these two associations are made at two levels--officially through representation by professional associations, and by the individuals through participation in committees, conferences, research projects, and contributions to publications.

The International Federation of Library Associations and Institutions

The International Federation of Library Associations and Institutions is governed by an elected board. Our National Librarian, Warren Horton, is currently a member of the board. Input to the Association is largely made through the sections and round tables which represent the specific interest groups of the profession. One of the sections represents school libraries, and the current president is Lucille Thomas who is also president of IASL. Contributions to school librarianship are also made through other sections and round tables such as the Research and Education Sections and the Continuing Pro-fessional Education Round Table. A current re-search project by Dr. Sigrun Hannesdottir on guidelines for undertaking national surveys on school librarianship is directly relevant, and the Continuing Professional Education Round Table pre-conference in Barcelona this year included areas of interest to school librarianship.

IFLA holds a conference annually in a different country. In 1988 the conference was in Sydney, Australia. This arrangement enables participants to gain greater information on the host country and greater participation by people from that country in international activities. Many sections hold smaller conferences and seminars in association with IFLA. This year the School Section in association with UNESCO held a five-day pre-conference seminar prior to the IFLA conference in Barcelona. Individual Australian teacher librarians have contributed papers to IFLA activities over many years and this year Fay Nicholson contributed as a resource person to the pre-conference attended by delegates from over twenty developing countries.

IFLA as an association representing librarianship is accredited by various international associations such as UNESCO. Combined projects have been undertaken in school librarianship in many countries including Oceania.

The International Association of School Librarianship

The International Association of School Librarianship (IASL) is based on a wide membership of people interested in school libraries and librarianship and include school librarians, educators, publishers, institutions, and associations. Elected officers and directors representing regions of the world set association policy.

The objective of IASL are:

- to encourage the development of school libraries and library programs throughout all countries;
- to promote the professional preparation and continuing education of school librarians;
- to foster a sense of community among school librarians in all parts of the world;
- to foster and extend relationships between school librarians and other professions connected with children and youth;
- to foster communication and research in the field of school librarianship;
- to promote publication and dissemination of information about school librarianship and materials for children and youth; and
- to initiate and coordinate activities in the field.

IASL is affiliated with IFLA and jointly organizes a book donation program with UNESCO in developing countries.

Many Australians have participated in annual IASL conferences in many parts of the world and as one of the founding countries has been represented by a director since 1971.

Each of these organizations has similar aims for school librarianship. Each enables professional associations to contribute information and influence policy. IFLA represents professional librarians while IASL has a broader membership base, but each provides opportunities for professional development for individuals which is so essential in a changing environment.

Participation in international associations enables Australians to learn from colleagues in both developed and developing countries. It also provides a means of sharing our knowledge and experience from our base of well established school libraries and professional education for teacher librarians.

UNESCO School Library Project in Vanuatu

UNESCO and the Australian National Commission for UNESCO have been active in promoting the development of library services in the Asia-Pacific region, particularly at the school level. The UNESCO Pacific School Libraries Program has included a range of activities both in Australia and in the Pacific. Since 1987, focus has centered on Vanuatu, a country which had expressed a special interest in participating in the program.

At Vanuatu's invitation, a UNESCO sponsored review visit was undertaken with a view of developing a model that could serve as the basis for a plan for future school library developments in countries of the South Pacific. During this visit Primary Advisors, other educational officials at the Ministry of Education, and teachers and principals in a number of schools were consulted.

A range of needs emerged from these interviews. The selection of appropriate materials for school collections in both Anglo-phone and Franco-phone schools was a main concern. Gift books donated from various overseas organizations formed the basis of most primary school collections. However, the supply of such materials was infrequent and not always viewed as relevant. Discussions on this issue resulted in the development of the guidelines, *Selection of Materials for Vanuatu*. Up-to-date resources with a multi-cultural emphasis were highly regarded as were materials developed for those who were learning English or French as a second language.

In 1987, there were no trained school librarians in Vanuatu, and although there were libraries at the junior and secondary schools, there were none in primary schools with one exception. Classroom collections or book rooms were more usual in primary schools. When a collection did exist, a teacher was put in charge. This role was in addition to normal teaching duties and there was no guarantee that this same teacher would have ongoing responsibility for the collection. The concept of the library as the center of learning, the role of reading guidance, the merits of resource-based learning, and the need for children to acquire in-formation skills were generally new ideas for those interviewed.

As a result, there was a belief that before school libraries could develop at the primary school level, teachers must first learn to share more effectively the resources they have with children. Also, those who were in charge of collections (primary schools) or libraries (secondary schools) needed to learn to manage them more effectively.

Recommendations from the 1989 review visit formed the basis of further visits, demonstrations, and workshops in 1989, 1990, and 1991. In 1989, consultants Joe Hallein and Barbara Poston-Anderson visited schools on the islands of Efate, Tanna, Santo, and Malekula. At the primary schools, a specially prepared resource kit was shared and given to each school visited. As the kit was demonstrated, the teachers became more aware of the wide range of ways in which reading and language development could be promoted in the classroom by means of puppetry, sharing picture books, string stories, group reading, and participative storytelling. At selected junior and secondary schools, direct liaison with those in charge of school libraries occurred. As a result, some informal training in school library management was possible.

In 1990, two separate workshops were presented in Vanuatu. The first was targeted at Primary Advisors and, by their request, focused on resources and their use. The workshop dealt with resource-based learning and making use of resources in the environment (such as custom stories, string figures, and expertise in the community). Resources already available within the school were stressed such as the ELPAM (English Language Pacific Area Materials) which had recently been provided to each Anglophone school by AIDAB. The importance of developing information skills in students was highlighted, and less traditional forms of learning, such as drama and readers theatre, were explored. The aim was to provide the Primary Advisors with background knowledge and resources to run a similar workshop with teachers in their own region.

The second workshop was developed for teachers with no previous library training who were in charge of secondary school libraries. Focus was on providing them with the basics of school library management. Selection, acquisition, organization, circulation, and information and resource use were key areas covered.

As a follow-up to these two workshops, the consultants were invited back again in 1991. The Primary Advisors suggested the topic of "The Communicating Classroom." During this workshop, the Primary Advisors created a workbook and video tape to use with teachers to encourage them to help children take a more active role in their own learning. Sessions on information skills and organizing collections were also included. The second workshop provided in-depth sessions in management areas for those secondary teachers who were in charge of school libraries.

Today many of the recommendations made in the initial review visit in 1987 have been met or are in the process of being met. Several organizations, including UNESCO, have been working together with the Vanuatu government in their aim of providing high quality primary and secondary education. Of particular importance to school library development is the fact that one of the Primary Advisors, Inwai Mete, was sponsored by AIDAB to travel to Australia where she received her library training. Now back in Vanuatu she continues to follow through on many of the recommendations, providing valuable local support for the continued development of school libraries.

As a result of the experience in Vanuatu, the following three stage model for school library development in other regions is suggested. First, in stage one, at the invitation of the country concerned, a review visit is undertaken. The purpose of the visit is to consult with those involved in the provision of educational and library services in order to understand and assess the current status of school library development in the country.

Stage two begins with the findings of the review. On the basis of this assessment, plans are jointly made for a school library development program. In Vanuatu, for ex-ample, this follow-up had two main em-phases. The first was to provide input to Primary Advisors on how to help primary teachers best utilize resources in their classrooms. The ultimate aim was to create an awareness of the need for library ser-vices at the primary school level. The second emphasis was to assist those already in charge of school libraries to manage them more effec-tivelly.

Stage three involves continued support. One of the main reasons for the success of the Vanuatu project was the continuity and follow through. Not only did the Australian National Commission for UNESCO provide ongoing funding for a number of years, but the Vanuatu Ministry of Education provided their full support through release of participants to attend workshop sessions and through evaluative feedback as to the appropriateness of sessions. There was time to build on the initial input and follow through on recommendations. As a result, in Vanuatu there is now a recognition of the importance of school library services.

Literacy Programs for Public Libraries in the Southwest Pacific--The Cook Islands Public Library and School Library Services

In November 1990, Joe Hallein and Judy Phillips visited The Cook Islands as part of a Victorian International Literacy Year Grant to try a booklet outlining literacy programs for libraries. The booklet, designed for the use of public librarians in the Southwest Pacific, promoted a rationale for the inclusion of literacy programs through the public library. The booklet has sections devoted to the need for literacy programs, the role of libraries in literacy, suitable resources to use in literacy programs and criteria for resource selection. It also includes a range of activities that can be used with young people when implementing the program.

The booklet is designed to be issued as a hand-book for librarians to devleop literacy programs within their communities. The particular target for the booklet is young people who have left shcool with only basic or inef-fectual literacy skills. The program outlined in the booklet can also be adapted for use with adults.

Many young people in the Southwest Pacific leave school after four to six years with only basic literacy skills which can be lost if they are not used in everyday life, hence the focus in the booklet on the practical applications of literacy and on survival skills. Public libraries can assist these young people in maintaining the literacy skills which have been acquired by developing programs which are both interesting and informative and provide a link with school literacy programs. The public libraries are well suited for this as they are a respected part of community life. This was very evident in the Cook Islands where people gathered every morning to read the papers and discuss local news. The librarian, Mrs. Carmen Te Mata, had a particularly high profile in the community and was very active in promoting reading and information skills with children, not only in the library, but in the local shcools of Roatunga.

The library was situated just off the main street in the heart of the town and opposite the library of the University of the South Pacific and close to the Teacher's College. The public library was therefore well situated to cater to a wide variety of young people. The collection was quite extensive with a separately housed children's section. The bookstock was mainly European which could be seen to be a problem, but with so little published by South Pacific Islanders, this was inevitable. The people of the Cook Islands are extremely religious having been converted to Christianity both by "Baptist" and "The Church of Latter Day Saints" missionaries. Some children were educated in New Zealand while others undertook higher education in the USA. It can be seen then that Westernized culture and the English language were not unknown but formed a part of their every day lives, especially as Bible reading was required of all the congregation both adults and children.

The public librarian, Mrs. Te Mata, ran many formal library programs for teachers both within individual schools and for teachers in training. Formal literacy classes for both adults and young people were also conducted when time allowed. The booklet which had been prepared for trial was designed to help library workers who had no professional library training to develop programs which could be used with individuals and small groups on a formal and informal basis. The main emphasis of the booklet for young peole was survival skills and keeping informed through local and international newspapers.

The main primary school in Roatunga, Nikao Primary School, had a school library and a librarian who was also the principal. The emphasis in this school was in giving the children information skills and encouaraging reading for pleasure. Even though resources were scarce, and the bookstock completely inadequate by Australian standards, the resourcefulness and enthusiasm of the librarian was evident in bright displays, the children's evident pride in their library, the high standard of achievement, and literacy programs operating throughout the school.

Mrs. Louis Henry, the Head Teacher At Black Rock Pre-School, is the wife of the Prime Minister. She was exremely enthusiastic, because even though education is compulsory in The Cook Islands, she realized more could be achieved with greater awareness by teachers of how literacy programs could be adapted to local conditions. These modifications were included in the final version.

The booklet was distributed to public libraries in the Southwest Pacific. An encouraging response came from the University of Papua New Guinea Library School where it has been included in its librarianship training program.

The interaction between Australian school library educators and their overseas colleagues has proven to be of mutual benefit. While Australians have been able to share their expertise with others, they have also become richer by developing an understanding of lib rary and education systems in other countries and have been able to develop a deeper appreciation of other cultures.

The Financial Value of the Teacher Librarian

by
Fay Nicholson
Library and Management Consultant and Trainer

6The value of the teacher librarian to a school program has been well documented in the area of educational contribution. However, with the increased devolution of decision making to the school level, with the increased pressure to allocate scarce resources to gain the best outcomes, and with the need to account for finances to the school community, school councils and principals are closely examining the contribution of staff in financial terms.

With the emphasis in educational philosophy on individual learning and the development of the ability of each student to locate, select, and use information, the school library is an essential component of the education program of each school. This paper, therefore, will not address the issue of whether a school requires financial commitment to a library but considers the value of the teacher librarian.

The teacher librarian is employed as a teacher in the school but brings additional skills to those of education. Qualifications in librarianship as well as education equip the teacher librarian with skills in selection, acquisition and organization, and the use of resources. Combined with education, knowledge, and experience, the teacher librarian is equipped to assess teacher and student needs and to match them with appropriate resources to achieve the required educational outcomes.

This paper, however, addresses the financial value of the teacher librarian and outlines areas in which this can be identified and indicates measures that can be used to demonstrate this value.

There are four major financial areas in which the value of the teacher librarian can be examined. These are:

- capital investment
- recurrent costs
- cost benefit
- cost effectiveness

For the purposes of this paper, and given the time constraints, depreciation is not included in cost examples. The school bursar can advise how depreciation is calculated in a particular school. Costing of staff also varies from one authority to another. In calculating staff costs, on costs should be included. These cover superannuation, work cover, and sick leave which are additional costs to the employer to the staff salary. For the purpose of this paper on costs of 50% are used as an example only.

Capital Investment

The school has considerable financial investment in the school library. This is made up of the building, stock, and equipment. This investment represents choice by the school to invest money in this area rather than another area of the school. As it represents commitment over many years, it is important to the school to maximize these spent funds as well as current spending.

The capital investment in each school can be calculated. For example:

Building	$300,000
Book stock	
10,000 X $25	$250,000
Equipment	$ 50,000
Total	$600,000

How does the teacher librarian maximize capital investment? By organizing the physical facility and resources to gain the maximum use by the school community. This is achieved by efficient operation of the facility and by the organization of the collection and stock to provide maximum exposure

How do teacher librarians demonstrate their efficient use of this financial investment?

Organization of the physical facility is undertaken by layout of the interior to match educational needs, e.g., individual study, small group, or class use. This can be demon-strated by records of use of these areas matched with the demand. For example, a primary teacher librarian can demonstrate that class use of the facility is maximized when each class has a regular weekly period in the library.

Use of the collection and equipment is recorded by booking sheets for classes and loan records. These statistics will not only record use within the facility itself, but external in the classrooms. Other records will demonstrate video showings, class sets, topic borrowing, etc

The value of this use can then be demonstrated and assessed when measured against the school program as a whole.

Many schools have invested in library management systems at considerable cost. The benefits of these systems to the school program can be demonstrated in terms of increased use, most effective access to information, and saving of clerical time by staff.

Recurrent Costs

There are several areas of recurring operating costs. These can be divided into site, acquisi-tion, maintenance, and salary costs.

Site costs include cleaning, power, and telephone. Cleaning costs are assessed in the time taken for the cleaner in that area. This is estimated on space and difficulty of cleaning. The teacher librarian can demonstrate that cleaning time is minimized by the monitoring of use, and regular maintenance of the area such as reshelving and relocating materials by the end of each day.

The cost of maintaining the collection by the acquisition of new materials has also to be justified in terms of the total school budget. The teacher librarian can demonstrate the need for current and new materials by showing requests for resources by teachers, unfilled demand by teachers and students, and the matching of new resources with curriculum requirements.

Maintenance of equipment is important to maximize investment and use. If equipment is not maintained, it cannot be used effectively. This, of course, also includes maintenance of computer systems. A maintenance and depreciation schedule is therefore useful in demonstrating value, particularly if linked to use of the equipment.

Cost of telecommunications is becoming more important as teachers and students increasingly access external databases. Teacher librarians act as intermediaries for such access and through their expertise maximize search success and minimize time and frustration.

Staff costs are also part of recurrent costs and should be included. The school or educational authority will provide information on staff costs, and how they calculate on costs, i.e. the cost of superannuation, leave loading, etc.

Recurrent cost example:

Building (power, cleaning, telephone)	$20,000
Acquisitions	6,000
Maintenance (service, etc.)	5,000
Salary $40,000 + on costs (50%)	60,000
	$91,000

Cost Benefit

The school investment in a teacher librarian is also one of choice. The school must decide whether the greater benefit is gained by allocation of a teacher librarian or a teacher.

The benefit teacher librarians can demonstate is based on their knowledge of the curriculum, the teachers' requirements and style, the students learning patterns, and the resources in the library, other areas of the school, and the wider community. This knowledge means that they will save the school time which in turn means money and provide access not otherwise available. Indeed most teachers would not be able to operate most library interface situations due to lack of knowledge and expertise.

The value of a teacher librarian compared to a teacher in time saved cam be shown. For example:

Provision of specialist services saving teacher time 10 X 1 hr @ $5.00 per week for 30 weeks per year	$7500
Greater efficiency in Purchasing	500
Incidental expenses	500
Total	$8500

What is the benefit to the school in other areas? The teacher librarian adds value to the provision of resources by quality and accuracy as well as speed. For teachers, this will be the ease and effectiveness of the provision of resources for their teaching preparation and implementation. For students, who increasingly rely on resources, access and use of resources will be essential. Students views are important, as resource provision may be an element in their choice of school, and of subjects.

Benefit of the teacher librarian to teachers can be shown by records of consultation and provision, and particularly of the time saved for the teacher. If there is no teacher librarian, the teacher has to undertake some of the tasks themselves, e.g. selecting, previewing, and setting up a video, while other tasks would not be undertaken. If the teacher librarian saves

ten teachers one hour a week, this is one third of a teacher that has been saved in terms of the school.

Benefits to the students who are after all the only reason the school exists, can be demonstated by records of use of the facility, of instruction and of borrowing. Use by students can be linked to the education program, and benefit to that demonstrated. For example, if the objective of the school is to provide a strong VCE program, student use of the library can be linked to VCE requirements. Students need to use the facility when they are able to, so hours of access are important to them. Provision of sufficient relevant resources is important to them. Provision of sufficient relevant resources is essential to complete teachers' requirements and the ability to use them efficiently. This means that the number of items and borrowing rules become very important to students. The teacher librarian can demonstrate benefit of the school investment by showing use statistics, ratio of resources in a subject area per student, borrowing statistics by subject and enrollment. Cost of provision of a service to a class can be calculated. For example:

> Say an American history class at year 11 has enrollment of twenty-five students. This is a new subject, and the school has agreed to place priority on its development. The teaching method is based on a research approach which involves heavy use of resources in the library and additional expenditures. The cost of provision to that class can be calculated:
>
> | | |
> |---|---|
> | Resources | $1000 |
> | Research support 1 hour per week for 10 weeks | 250 |
> | plus 50% on costs | 125 |
> | | $1375 |

Cost of provision per student is $55.00.

If the school places high priority on this area, the cost of this provision can be shown. The school can then decide the value of this cost to their educational objectives.

Cost of a particular service can also be calculated. To calculate the cost of video recording one hundred programs per year for example:

Cost of tapes @ $10	$1000
3 hours per week consulting and taping for 48 weeks of the year	$5760
plus on costs (50%)	$2880
	$9600

The cost of each tape to the school is $96.00. The value of this service can then be assessed.

Cost Effectiveness

Cost effectiveness is demonstrated by the teacher librarian showing that the cost of the current means of provision is more effective than an alternate model or source. The alternative possibilities are different levels of allocation of staff, e.g. teacher or librarian or library technician or external provision, e.g. use of CD ROMS through links to the public library rather than internal provision.

Staff effectiveness can be demonstrated by showing levels of provision. If only a part-time teacher librarian is allocated, the result to the school can be calculated, and this can then be related to the educational program as a whole. For example, in a primary school each child may only visit the library once a fortnight and the exposure to the literacy or research program could be very limited.

The effectiveness of a teacher librarian can be shown by examples of use of their skill, e.g. selection of appropriate resources on the basis of curriculum, teaching and learning styles and levels. A library technician can demonstrate excellent system operation skills, but no or limited educational skills. A teacher can demonstrate excellent educational skills but no or limited resource skill.

Cost effectiveness of internal or external provision can be demonstrated in financial terms. For example, to provide CD ROM will require investment in equipment, staff time to train users, and operation of the area. External provision, e.g. the local public library will also require telecommunication costs and staff time, but may provide a wider range of choice of databases than the school can afford.

If a service is not provided in the school, the cost of external provision plus the time of the teacher concerned must be calculated. For example:

1 CD search	$50.00
3 hours teacher--	
1 hour travel	
1 hour search definition	
1 hour obtaining resources	$75.00
	$125.00

It is important that the teacher librarian can identify the cost of provision of a particular service or product and can then compare the cost provision form another source. It may be cost effective for the school to provide the service as this provision may be more efficient and effective. However, the school may decide to outsource the service; that is, buy the service from an external source if it is seen to be cost effective and maximize the contribution of the teacher librarian. A current example of outsourcing is that of cataloguing where the school buys catalog records from ASCIS. This is seen as being more cost effective than using the time of the teacher librarian in cataloging.

Conclusion

To demonstrate the financial value of the teacher librarian to the school requires particular knowledge and skill. The teacher librarian must have detailed knowledge of the curriculum, of subject enrollments, of teaching requirements, and learning requirements. This knowledge must be in a form that can be reported, not just in general knowledge. For example, the subjects taught at each level, enrollment numbers, number of teachers and their allocation weighting to the subject, and the background of the students. In addition, the requirements of that subject for resources--class use, individual projects, etc. should also be re-corded.

The teacher librarian must also have a good understanding of the costs involved in operating the library--cleaning, power, telecommunication and maintenance costs, materials costs, and salary costs.

Teacher librarians are no strangers to finance. In most schools they are responsible for the largest budget allocated to a particular staff member. However, as schools are forced to examine the possible alternatives for allocation of their funds, teacher librarians must be prepared to demonstrate the value of the cost of operating the library and the contribution that is made to the educational program. This in turn will require sophistication of report and presentation skills.

Teacher librarians are well placed to argue their financial value. They have access to valuable statistical information, particularly through automated systems which enable them to have good knowledge of the school and can place their contribution in context of the total educational program. As a group they are also confident of their role and have the great advantage of a profession which shares information and assists each other. However, teacher librarians must also be prepared to demonstrate their value in other terms, not their own. These terms increasingly are financial. With deliberate research, preparation and presentation, the teacher librarian can demonstrate their contribution in an impressive manner.

Towards Achieving a Critical Thinking Society in Malaysia: A Challenge to School Libraries and Educational Systems

by
Dr. Raja Abdullah Yaacob and Norma Abur Seman

The central issue in improving the quality of instruction is not a question of promoting thinking or information, but of school managers striking a balance between the two for the benefit of students. (Jack Zevin)

Introduction

One of the great challenges facing Malaysia amidst its dynamic economic development is the achievement of a critical thinking society. Critical thinking is defined by Mathew Lipman as, "A skillful, responsible thinking that facilitates good judgement because it relies upon criteria; is self-correcting; and is sensitive to context."[1] It helps promote individual growth through a number of methods, theories, ideas, programs, and techniques. Marcia Heiman and Joshua Slomianko, on the other hand defined critical thinking as, "raising questions; breaking up a complex idea into smaller components; drawing upon prior knowledge; and translating complicated ideas into examples."[2] To achieve this goal, a number of factors are involved. This would include some discussions among others, on the role of the government, educational system, parents, teacher training centers, and also school libraries. One factor that is vital is the concerted effort that has to be initiated to systematically increase the society's information skills.

Although it is noted that critical thinking could be attained by common approaches, such as the discovery approach, lateral thinking, problem-solving, cooperative learning, and reinforced by the practical experience, it is believed that librarians, via school libraries, could also complement these methodologies, given adequate services and activities. While this paper attempts to describe elements that can contribute to the learning of critical thinking, effort will also be made to identify the characteristics of a critical thinker. At the same time, with the inception of Vision 2020, it is imperative that the nation require this kind of individual in its society. The kind of society envisaged would not only help enhance and guarantee the success of research and development programs but also other socioeconomic implementations. It is not the intent of this paper to delve deeply into the critical thinking factors and mechanics because much of it has been written by educators. However, if we information specialists believe in the connection that we are part of the educational process, take advantage of the training attained, the guiding rule behind our objectives should be to play the part that could help mold individuals into a critical thinking person. There are also distinct benefits to be gained from taking advantage of the seeming benevolence of the developed nations.

Problem Statement

One of the abilities that the graduates of an educational system acquire is the ability to be critical in their thinking and in problem solving, essential for their survival in the modern society. This ability is important, not only during the educational process but also during their career. Many observations made by employers and concerned individuals have shown that the present graduates generally lack critical thinking ability. Although the educational objectives have stipulated the need for critical ability, not much has been done to make it a reality. Also, findings from various studies indicate a significant relationship between one's ability to find, utilize and interpret information and his/her ability to think critically. Numerous theoretical frameworks in education and other socio-psychological models, attempt to guide and show the ways and the background leading to the creation of critical thinking while literature indicate the strategy and training that can lead to critical thinking. However, very little has been written on the ability of an individual to become more critical through the utilization of a wide range of information. Given a situation where an individual began to gain the habit of being more critical, this condition has to be maintained, otherwise there is every possibility that he/she will relapse to the original condition. Another problem that may be worth mentioning is that, to many Malaysians, the notion of critical thinking strategies and techniques do not arise because this concept itself is not well known. It is known among the top leaders, successful

educators, professionals, entrepreneurs and administrators of the late attempts being made to exploit to the fullest through the scope of our educational system.

Rationale

Studies indicate that critical thinking can be acquired by most individuals, given the encouragement from parents, friends, schools, and other relevant systems. Within the context of a knowledge spectrum, it has been recognized that in order for a person to be wise and apply knowledge, he/she needs information and that information needs to be imparted from the source to the recipient. This implies that although information may exist in abundance, an individual has to use it in order to take advantage of its value on one hand and to be "wise" in selecting the right information on the other hand. Moreover, information of all kinds is the source that is needed to perpetuate new knowledge and ideas.

The present information era has its characteristic of information as the heart of all activities, an era which requires critical minds to deal with problem-solving scenarios, to which information is vital. A high academic qualification is not a guarantee for critical thinking. That is why even in a situation where the number of qualified people in Malaysia is substantial, the number of potential leaders is still not in proportion.

Finally, of late the concept of critical thinking becomes the topic of great interest to both academicians, professionals, and the country's leadership. To this effect, in November, there is a scheduled international education conference and the theme is critical thinking. In fact, a day seminar on the same subject was held on June 9, 1993, given by a prominent educator, Dr. Jack Zevin. The concept of a critical thinking society suddenly has become the topical theme.

State of the Art: Present Society

Vision 2020 has made the present society realize the importance of a more critical society in order to survive the new challenges and problems of the future. However, research shows that many graduates leaving institutions of higher learning do no meet the expectation of both public and private sectors in terms of their commitment, thinking, creativity, and leadership. If the situation is true that graduates from higher institutions do not meet the expectation of both the public and private sectors in terms of their commitment, thinking, creativity, and leadership. Would it not be too much to be expected from the high school leavers? This notion is also based on a critical evaluation of the speeches made by the government leaders and those closely involved in education. For example, in one of the speeches, it was said that the present system of education emphasizes student memorization and examination and if this is allowed to continue it will only result in the acquiring of knowledge but not using that knowledge effectively. Early realization of this problem has resulted in numerous seminars and conferences all of which led to positive resolutions towards improving the situation so that students could think more critically and creatively, able to make decisions, solve problems, interpret, analyze, and develop new information and research.

Malaysia may genuinely take pride in her stable economic growth that result in a better quality of life. But highly apparent as the result of modernization is the rise of an unhealthy culture among the younger generation, that is the tendency to "waste their time." While there is evidence of an extraordinary increase of youngsters wasting their time away at supermarket, parks, and other public places, there is a clear absence of these youth visiting the libraries. This problem has in fact reached public attention and parental outcry to merit it be a national issue. Whether or not it is the outcome of modernization or a decline in moral and cultural values among the youth, it is up to the sociologists to research on this problem. In the meantime, this problem calls for a serious effort to help shape a more healthy society--a society that could think critically and this should begin with the youth because they are indeed the leaders of tomorrow.

Vision 2020

Malaysia may be considered as a third world country, but it is not by any way the intention of this nation to let this situation remain the status quo. Every conceivable effort has been made to improve the economic standing. It is fitting that the positive economic and industrial development and success has given the confidence for this country to have the visionary goal to achieve a developed nation status by the year 2020. It is also within this context that a critical thinking society is highly aspired to help with the development of all sectors of the socioeconomy, industry, and trade.

What type of society is envisaged in the year 2020? A society that is more oriented towards a scientific, progressive, developed and knowledgeable one. Because without adequate knowledge, it may not be possible for the society to reach this goal in order to successfully achieve the status of an industrialized nation. According to the Prime Minister, Datok Seri Dr. Mahathir Muhammad, in becoming a fully developed country, he envisaged that Malaysia should be "a scientific and progressive society, a society that is innovative and forward-looking, one that is not only a consumer of technology but also a contributor to the scientific and technological civilization of the future." The people must also strive to achieve critical thinking imbued with the highest of ethical standards so that we can not only move into a highly technology-based nation but also a caring society. It is indeed through education which is related directly to human resources that we can meet these aspirations. Therefore, when we decide to invest in human capital, it is of economic necessity that we invest well to ensure rapid and sustained development

Educational Theory

Essentially, the basic theoretical frameworks behind the acquisition of the much needed skill has something to do with the educational concept and system. In Malaysia, the educational system is seemingly moving toward hospitable and innovative changes. For example, it is agreed that in the past, the educational system and the learning process placed emphasis on dates of battles, animal classification, instead of "a sense of history" or animal life and behavior. Even the teaching technique has changed with the increasing use of modern instructional devices in some fortunate schools. What has not changed though is the information seeking skills, that is students' ability to work efficiently and to organize their work. Systematic information skills programs enable individuals to acquire skills essential or necessary to cope with the information age that we are facing now. The concept of lifelong education derived from reading enables individuals to use their intellect to the fullest extent. Calls for the need to revolutionize thinking and the transformation of culture is relevant to the future perspective which is linked to the concept of development. There is indeed a relationship between creativity and open-mindedness and the ability to be critical.

Educational System in Malaysia

The British colonial era left numerous residual issues which were only realized more than twenty years later. The environment at that time brought along an inevitable situation in which the country was left with thei limited choice of accepting the British systems and practices. What was inherent was the mere "idolization" of all that was British, even the educational system. It is not the intention of the writers to evaluate the educational system of the British, but it is important to realize that at the infancy stages of independence, there should be a sys-tem that suits the level of the development, culture, and environment of the country. The system that was relevant to the British at that time may not be relevant to Malaysia. Condi-tions vary because they reflect different historical and cultural heritages. A system that assesses students entirely on the final examination may not be an excellent measure for leadership qualities after all. That was the system that was being practiced all along until very lately when the curriculum in the schools and colleges began to be restructured along the local needs and the environmental changes. However, the objectives though excellent have not been given adequate attention and at times neglected completely. Students are exposed to facts on various subjects, but they are not taught to think over the content that is learned. They are not given the chance to search and use information themselves, which ultimately leads them to be too reliant on the teachers and discourages them from giving their own opinion.

Curriculum Approach

The *New Primary School Curriculum* better known as KBSR was introduced in 1983 with the aim of developing intellectual, affective, aesthetic, psychomotor, social, moral, and spiritual aspects of human personality. The integrated *Secondary School Curriculum* (KBSM) on the other hand, continues the same ideal with the objective of achieving a general education and the teaching and learning strategies, focussing on specific knowledge, creativity, manipulative manual skills, business skills, social sciences, computer education, and moral and religious values. According to Rita Vias, these approaches are viewed as child-centered, activity centered, and resource-based methods of teaching and learning.[3] Even the 1988*National Education Policy* clearly highlighted the educational objective of developing newly

defined knowledge skills and also teaching life-long learning attitude.

The reformation of National Education further led to the new *National Education Act*, replacing the *National Education Act of 1961*. The new act is based on the foundation of balance and harmony in the development of potential mankind. Students are exposed to the importance of knowledge, skill, and moral values.

The two educational approaches may now have to be viewed in light of Vision 2020. The educational system would have bearings on what we are going to be in the future and this necessitates the setting up of new targets and standards of excellence, not only in science and technology, but also strategies toward achieving a critical thinking society.

Teacher, Talk and Chalk Syndrome is not new and it is still being practiced. The impact is on the students who could pass examinations but may not be able to fully utilize the knowledge or develop leadership qualities. It is realized that the educational system should be formulated so that it would have a positive effect on the society.

Three main aspects that contribute to the quality of the education system are efficiency that is necessary to sustain the impetus for growth in line with the country's changing needs; relevancy that ensures the curriculum is suited to social and economic needs of the present and future; and the pursuit of excellence that is enhancement of human skills and knowledge. In short, it would be most appropriate to quote the guiding principle of the government's philosophy on quality education as stated in the National Philosophy of Education:

> Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable, who possess high moral standards, and who are responsible and capable of achieving a high level [of] personal well-being as well as being able to contribute to the betterment of the society and nation at large.

The educational system in Malaysia is therefore, at a turning point where to do nothing would be to choose to be stagnant. The tremendous technological development has taken place in a short space of time, leading to a somewhat imbalance in the organizations and structures of staff, services, and facilities

Changes amidst the Vision 2020 have been obvious in that the government shows great interest in its policy to "grab" every opportunity for better educational returns,no matter how and where it can be achieved. Thus, the diversification of higher education where the scholars could now be sent to countries, other than Great Britain, Australia, and New Zealand like the old days. Countries such as America, Europe, Japan, and Korea have been added to the list. Also, the growth of private colleges has been tremendous. The twinning programs with higher institutions in the West promise to provide quality education. The growing need of information professionals (IP) to support these colleges is a testimony of high expectations for graduates. It is important then for the IP to work with the vision of creating a critical thinking society. Active learning is built upon the assumption that critical thinking is, perhaps even more important than the subject content. Students who think critically about broad general principles are expected to be able to apply those principles to new and different problems.

Whose Role

The achievement of a critical thinking society depends basically on the society itself which is made up of various quarters. However, it is be-lieved that the main underlying factor goes to the educational system and the library system beginning at the school level. The components that are considered to have effect on the achievement of critical thinking have been identified as seen in Figure 1 and Table 1 respectively.

1. Government/Educational System

As stated by the education policies, the government is the vehicle, instrumental to new changes. With the inception of the numerous resolutions, it is clear that the government supports the new direction of including a thinking society and giving impetus to various parties to implement this goal. Calls by various authorities, including at the ministerial level for a concerted effort towards achieving this goal has been given nothing more than moral and material incentives.

Table 1

Roles of Various Components in Achieving the Critical Thinking Society

Components	Roles
EDUCATIONAL SYSTEMS	Identify, study and establish policy on how to achieve critical thinking person as part and parcel of the overall educational objectives.
CURRICULUM	Incorporate critical thinking approaches into the existing curriculum, using skills approach or direct method, infusion model. Train the teachers and experts in critical thinking to perpetuate the skills across the curriculum.
HEADMASTERS/ADMINISTRATORS	Aware and conscious of the importance of critical thinking program. Monitors, coordinates, evaluates for its successful implementation.
a. *School Library &* Resource Centre b. *College Library* c. *University Library*	Establish strategies and increase support for every effort to achieve thinking through: i. information resources--implement ii. services and activities--information skills strategies
PARENTS	Encourage, nurture, be exemplary, set role models, show concern and enthusiasm, and motivate the children.
TEACHERS	Teach, inculcate, promote, motivate, emphasize, assimulate concept in teaching and learning activities. Encourage activities, such as debates, lectures, talks, and project presentations.

Table 2
INFORMATION SKILL DEVELOPMENT

PROGRAMS	PRIMARY YEARS	SECONDARY YEARS	TERTIARY YEARS
Library Orientation	Basic	Mid-level	Advance
Library Instruction *(Library Services and Collection)*	Basic	Mid-level	Advance
Bibliographic Instruction *(Index,Abstracts, reviews, etc.)*	Nil	Mid-level	Advance
Information Technology Skills	Basic	Mid-level	Advance
Term Paper Clinic	Nil	Mid-level	Advance
Inculcation of Reading Skills Habits, Remedial Reading *(Problems in Reading)*	Basic	Mid-level	Advance

2. School Libraries and Resource Centers

There has been evolutionary changes in the educational philosophy and teaching/learning methods in the school curriculum. These changes are also reflected by the role of school libraries which have prompted various labels: media center, learning resource center, or school resource center replacing the conventional title of school library. Moreover, with the multi-dimensional expansion of information media that are being integrated as learning materials it has called for a transformation of the role of the school library and school librarians. Even within the Malaysian context, the term resource center is nothing new because the media resources were added to the schools in the 1970s. However, development is slow and varies from school to school and is essen-tially an urban school phenomenon. School librarians are now expected to be proactive agents of change in the learning process, amidst the change in the role of the school library. Moreover, not all schools treated the new media as an integrated part of the library, but as an additional facility.

School librarians and the media center should try to develop among students the following skills:

i. Library skills--develop various reading and writing skills as well as critical thinking so that the child is able to interact with his readings and writings.
ii. Inquiry and research skills--able to do research in the library and look for all types of information resources.
iii. Information presentation skills.

A number of research projects that have been done, including some at the Ph.D level indicate a positive relationship between academic achievement, language reading, and library skills and the quality of school library media service. A good library media service with professional staff enhances the quality of education. The school library system should be client-centered, allowing students to support the cultivation of information literacy.

3. Teachers and Schools

No matter how advanced is the *IT*, the teachers remain the vital resource in the educational system. According to Omar, "Students need warmth, encouragement, and understanding which no curriculum package can provide."[4] This has implications for the manner in which training is given at the teachers' training centers where the importance of nurturing and counselling services in addition to the cognitive input should have been emphasized to prospective teachers. Teachers should try to increase the students intellectual capability by teaching students how to learn and training them to analyze, evaluate, and think for themselves. Teachers should also use interpersonal relationships with the learners and move according to an individual pace. As Huston stated, "in a participant-centered classroom, student learners must feel encouraged to operate from their own domain of experience, rather than moving immediately into that of the educators' experience."[5] Further, the role that can be played at the school level would include:

i. helping students to understand and be aware of the importance of information in life.
ii. making students realize that knowledge and skill acquired while at school is insufficient for later years. They need to continuously acquire and utilize knowledge and skills.
iii. teaching students how to manage a large amount of information through information skill programs.
iv. applying information skills in the learning process and later in place of work and daily life.

4. Public libraries

A cross section of the public *at all levels* use the public library for leisure and educational purposes. The public library could play a significant role in shaping the thinking and attitudes of the public and be the agent for change in the following ways:

i. provides informational materials and resources on different subjects that would nurture the critical thinking process;
ii. highlights and promotes informational materials as a source of facts, ideas,and experiences which could be useful in solving problems, create new ideas, designs and products;
iii. attracts children, youth, and adults to utilize their leisure time critically in libraries for pleasure and information;
iv. makes society aware of the role of the public library as the center for education, and social and cultural activities;
v. intensifies its effort toward drawing more members from the society so that they can take advantage of the information to nourish them intellectually and spiritually

with the goal of achieving a more critical capacity and power to excel.

5. Parents

One of the greatest influential factors in cognitive and affective development of a child is the parents. Parents should rad widely and be knowledgeable in the upbringing of their children. Children need to be exposed at an early age to reading materials, rhymes, riddles, and educational games. Parents, par-ticularly in Malaysia within the present context could contribute to the development of critical thinking by:

i. encouraging the child to question at an early age to discuss matters with them. The child has to be taught to ask "why" besides what is it.
ii. exposing and involving them to the concept of problem-solving at an early age, such as how to deal with situations if the washing machine is not working.
iii. introducing positive attitudes in them.
iv. explaining to them to discover on their own through reading. Always reason things out with them to improve their reasoning abilities and problem solving.
v. teaching the child not only to defend a position (themselves) and to analyze (itemize) but also to apply the skill of doing things (the design and creative elements).

6. School of Library and Information Science

To support the large-scale changes necessary to promote libraries and literacy, the curricula of library school should be revised. In order to realize the objectives of emerging need for critical thinking, adequately trained library personnel is indeed needed. Further, the school's added responsibility is also geared at a continuous commitment toward training work-force couldcould be a determint to the effectiveness of the resource centers. Critical issues that are emerging within the education profession will affect the development of library education and training programs needed to meet the need.

Another pertinent factor worth mentioning is the teaching of bibliographic instruction in the library schools. The library user education programs are usually taken seriously by the college and university authorities upon receiving new students. It is also high on the list of priorities in academic libraries.

6. School of Library and Information Science

To support the large-scale changes necessary to promote libraries and literacy, the curricula of library schools should be revised. In order to realize the objectives of the emerging need for critical thinking, adequately trained library personnel is indeed needed. Further, the school's added responsibility is also geared at a continuous commitment toward the training and upgrading of various skills. This is due to the fact that the adequate and well trained work force could determine the effectiveness of the resource centers. Critical issues that are emerging within the education profession will affect the development of library education and training programs needed to meet the need.

Another pertinent factor worth mentioning is the teaching of bibliographic instruction in the library schools. The library user education programs are usually taken seriously by the college and university authorities upon receiving new students. It is also high on the list of priorities in the academic library. The programs of the school of library and information studies should better equip the prospective librarians to teach and also remind them of their teaching role and the importance of user education. It is appropriate, therefore, in a time of increasing informational media and demand for information by more sophisticated users for library schools to expose students to the theoretical framework in learning such as learning theories, psychological and sociological behavior theories and be encouraged to continue their education in this area. It is recognized that knowing how knowledge/information is created, processed, stored, and retrieved alone is not enough and more emphasis should be given on how to strengthen their ability to teach people to use this knowledge successfully navigate the ever changing informational media.

How to Achieve: Methodologies

Technique of Intellectual Work

Teaching the technique of how to study and how to work is not new since the though was put forward in 1898 by a great philosopher and professor, T. G. Masaryk, in his lectures entitled "How to Work." What tools could be used to "augment his mind, amplify his mental power and help him in many aspects of his intellectual activity."[6] In other words critical

thinking can indeed be generated through intellectual activities.

Educational Years in Schools

The school should not be perceived as entirely an information seeking place. It should be instrumental in the promotion of reasoning and problem-solving skills. The two elements should be the "major objectives, presenting information and developing thinking skills, and are represented in the management of school classrooms, curriculum, and testing programs.[7] In other words, the content, goals and objectives of the schools and the time spent should not only lead to quality education but also the learning outcomes that would ensure critical thinking. Therefore, the school program should be remodeled, stressing the "higher-order cognitive concepts and strategies through critical approaches as a group, and there are many different ones, emphasize quality educational management, instruction, and learning rather than quantity."[8]

In the classroom setting, teachers as role models should be the intermediary in problem-solving and encourage students to discuss, debate among themselves, give projects and allow presentations of these projects and allow other students to ask questions. Students should be given creative exercises, such as reviews of books, articles, and films. The present "parroting" methods should be eliminated, and students should be encouraged to view things from different angles and this could be derived through different thoughts of authors. This would help in the adoption of alternative approaches to the one single answer way inherent in the Malaysian system. Questions or discussions given to students should demand logical, judgmental, or critical assessments. In helping students to learn how to learn, the role of resource centers should be emphasized, and coordination between classroom and the resource center should be encouraged. Research has been done to evaluate and measure the effectiveness of these methods, and it has been found that these methods are good in **retaining** information but not in **critically analyzing** information and knowledge. In this new environment, it is interesting to see the improvement and modifications made to suit the new need. For example the new curriculum has been known as the 3M because emphasis is given to:

	"Membaca"	(Reading)
3M.....	"Mengira"	(Mathematics)
	"Menulis"	(Writing)

What has not been emphasized is the fourth "M", that is "Maklumat" which is Information. Information must be added to the curriculum because it facilitates the learning of reading and writing.

Reading

Information.....

Writing

The main outcome of the implementation of the old and new curriculum has been unsuccessful in producing critical individuals because school leavers and graduates have not acquired or reached the critical thinking level as expected.

Seminar: A Method of Instruction

"Seminar has become an established method of instruction in many institutions of higher learning, especially in the West. Although at the beginning, it was confined to graduate students, many institutions are using seminars as a method of instruction even at freshman level (1st year). The number of students in a seminar is small, maybe five to ten. The students work in close association with the instructor. They make an in-depth study of some topics, write a paper, present it in class, and invite discussion. The seminar as a method of instruction provides an introduction to the methods of scholarly work and helps to cultivate habits of confident presentation and meaningful discussion. It promotes self-study and critical thinking. Such a method naturally depends on greater use of library materials and library research."

In short, classroom learning and teaching should be done in a manner to allow teacher-student interactions with the objective of increasing students' cognitive levels. There should be rapport between the two levels, and encouragement should always be given for students to ask and answer questions and discuss problems. Emerging patterns of eduation are increasingly emphasizing process skills, opening avenues for more active pupil involvement in learning.

Post-educational Period

Information leads to thinking and therefore reading should be continued and

pursued during the post-educational period. The information may cover different areas of interest or be related to the career. It would not be a bad idea to have home libraries and also set up libraries in the office.

Continuous Education and Training (Conference, Seminars, and Workshops)

As soon as one begins a career, he/she should undergo full fledged training. Training is an on-going process done by attending conferences and workshops. Therefore, it can be summarized that the two phases of development of information skills, one during the pre-critical thinking stage,and the other during the post-critical thinking stage that should constitute a life-long process in the individual's intellectual development.

Information Literacy: Systemic Information Skills

One's ability to think critically is influenced by his/her ability to find, utilize, and interpret information. An information literate person is able to recognize when information is needed and have the ability to locate, evaluate, and employ the needed information effectively. In other words, he has learned what to learn. The overwhelming increase in the kinds and types of information led to the globalization of every sector of life. Not all information is relevant and needed and therefore, individuals should be able to select, record, and disseminate necessary information. What is significant is the realization on the part of the Deputy General of Education, *Datuk Haji* Omar Mohd. Hashim, who highlighted that with the knowledge explosion, "...it becomes crucial, therefore to equip the students with higher cognitive skills such as critical thinking, the use of the scientific process, the ability to think abstractly and creatively and the ability to be intellectually flexible. Related to this is the need to master the skills of lifelong learning where we teach students to accustom themselves with the idea of learning throughout their working life. They must know how to gain access to information, what kind of information to select, and what to use the information for."[9] Although the above statements are nothing new to librarians, the very fact that they come from a higher authority and from a different profession has a great significance because it is in agreement with what has been preached by the library profession. With this official recognition, it is appropriate for all libraries, notably the school and college libraries to improve and speed up the information skill programs.

Now that we talk about the important methodologies of achieving critical thinking, the method that can be practically applied by school librarians in order to meet the goal is systematic information skills. Systematic information skills are nothing new in the West. In fact, in *Nation at Risk* it as clearly stipulated that a nation that lacks the tempo of reading would be tantamount to the downfall of the people's progress, and that it why it is regarded as being at risk. It is within the context of this problem statement that critical thinking has to be nurtured, continued and one of the ways is through the concerted effort of both teachers and librarians to help the individuals through a systematic information skills program.

The introduction of systematic information skills and a program of critical thinking will require the that management/authorities recognize the importance of increasing critical abilities in the short as well as the long term. With some refinements, existing methods of information skills could be improved. Implementation of a broad-based critical thinking program in classroom and libraries, however, is contingent upon the development of more sophisticated methods for adequately measuring the total output of the programs. Also, with the rapidly changing information formats, both librarians and users require on-going learning.

Table 2 illustrates some examples of information skills programs that undertaken at different levels:

i. Library Orientation
ii. Library Instruction
iii. Bibliographic Instruction
iv. Library Skills
v. Information Skills
vi. Library Information Skills Course

To ensure that the above programs are effective, it is also crucial to supplement with one-on-one instruction at all times (at the desk) as a form of reinforcement. Also, *Library and Information Skills Course* could be included as part of the requirements in college and university curriculum. Appendix 1 underlines issues related to the implementation of information skills program.

Characteristics of a Critical Thinker

The present generation has been typified by its experience with the information systems (explosion in computer hardware, software, and telecommunications systems) in much the same way that previous generations were traumatized by the experience they had in the first or second generation computers. Inadequate information (lacking information may lead to ignorance, obsolescence, bias, and prejudice) which are the traits of an uncritical person. Such traits may pose a danger to society at large rather than "an asset to society." A profile of a critical thinker would accommodate the following traits, taken partly from Zemin[10] although it may not be in anyway a complete or exhaustive list. He stated that critical thinking skills would enable individuals to:

a. distinguish between variable facts and value claims
b. differentiate between relevant and irrelevant information
c. decide the truth or accuracy of statements
d. find the missing elements of a puzzle or mystery
e. identify logical fallacies
f. identify logical inconsistencies
g. detect bias and prejudices
h. understand a belief or argument from another's point of view
i. recognize assumptions and viewpoints
j. judge the strength or weakness of a claim or argument
k. predict the probable or possible consequences of a decision or action

Appendix 1 illustrates additional skills that are desired of an individual in line with the goal of achieving a critical thinking society. The attainment of these skills should enhance individuals by providing:

a. good communications skills (including interpersonal) and people oriented
b. self confidence
c. patience and perseverance
d. logical and flexible approach to problem solving
e. memory for details
f. spelling, grammar, vocabulary
g. good organization and efficient work habits
h. good organization and efficient work habits
i. motivation for having and giving additional training
j. willingness to share knowledge with others
k. ability to select relevant information
l. curiousity and willingness to listen and to know.

Recommendations

There does seem to be a growing body of evidence supporting the idea of creating a more critical society. From the aforementioned discussions, some recommendations could be highlighted according to the following headings:

Educational System

1. The educational system complemented by systematic information skills appear most effective with students.
2. The effect of classroom support and resource centers systematic information skills could be greatly enhanced by follow-up discussions and counselling.
3. Critical thinking is important for academic and future success. Therefore, students should be encouraged to engage in the active process of thinking through discussions, and reading and writing assignments. The development of critical thinking abilities should be integrated within the four areas crucial in education and careers: reading, writing, speaking, and listening.
4. Teachers' roles should be the combination of instructors, disseminators of information and knowledge, and the facilitators of learning.
5. Students assessment should not only be directed towards the examination results but also the presentation of their learning through projects and term papers.
6. Educational approaches should emphasize higher cognitive level, like analysis, synthesis, application, and evaluation, not the lower cognitive level such as memorization, remembering, and understanding.

Information Skills Program

1. Systematic information skills program must constantly be viewed as an adjunct to other developmental relationships rather than as an alternative or independent activity
2. it should be the objective of the library policies along with that of the educational system to aspire for critical thinking patrons.

Curriculum

1. Curriculum should be structured to allow the use of information in the resource center for learning and teaching.

2. Curriculum structure should not solely emphasize textbooks but other types of information such as AV, radio and TV programs, and computer software. Students should be able to use various information-handling skills, a reflection of life-long learning skills
3. Include library and Information Skills Course as a part of the requirements in college and university curriculum.

Research

1. A great deal of research should be done, for example, the effectiveness of critical thinking programs.
2. Youth should be encouraged to involve themselves in information and intellectual activities so that they are not diverted toward unhealthy activities.
3. Although it is difficult to operationalize the concept of critical thinking some element of measurement of critical thinking should be employed.[11]

At the same time, it is crucial to note that while we are looking forward to achieving both material and intellectual development, Malaysia is basically Asian in its cultural outlook. It is very crucial then, to create a situation where "moral" values and preservation of traditional customs are not totally buried even in a critically based society. This is in view of the fact that the situation is already inherent in some ways where modernization is not balanced with moral, cultural, and religious values. Respect of the old and the religious values is indeed the core of society.

Conclusion

Malaysia is indeed going toward an evolution in its restructuring of society. This, of course, includes the educational system which subsequently affects the school library as well. The role of the school library and the idea of a media and instructional centers have long been accepted although its development varies from state to state. With the government's initiatives to achieve a developed nation status by the year 2000 it is recognized that school libraries and the educational system are instrumental to the success of this goal. It is almost appropriate that the transition toward the 21st century has led to the present situation and provides avenues for comparison with the development in Australia and other parts of the world. Systematic information skills programs enable individuals to acquire skills essential or necessary in order to cope with the information age that we are facing now. Information skills as a tool to critical thinking should not be denied to individuals, otherwise they will be handicapped in dealing with today's avalanche of information. As such it can result in individuals being information poor and information rich. The information rich is far better equipped and prepared to be critical as they have adequate reference to substantiate their decisions, point of views, ideas, statements, decisions, and policies. Finally it is not always true that critical thinking programs should always be centered around the educational years, but also during the post-educational period, meant as followups to each and individual pursuits. Therefore, it can be summarized that there are two phases of the development of the critical thinking skills, one during the pre-critical thinking stage, and the other, the post-critical thinking stage.

Notes

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7 Jack Zevin, "Managing Schools for Quality Learning: The Encouragement of Critical Thinking in School Classrooms," Malaysia Institute Aminuddin Baki, 1993: 1.

[8] Ibid: 2.

[9] Omar: Ibid.

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[11] Perhaps we could take advantage of various measurement methods that are presently available such as the **Watson-Glaser Critical Thinking Appraisal (CTA)** and the **Chickering Critical Thinking Behaviours.**

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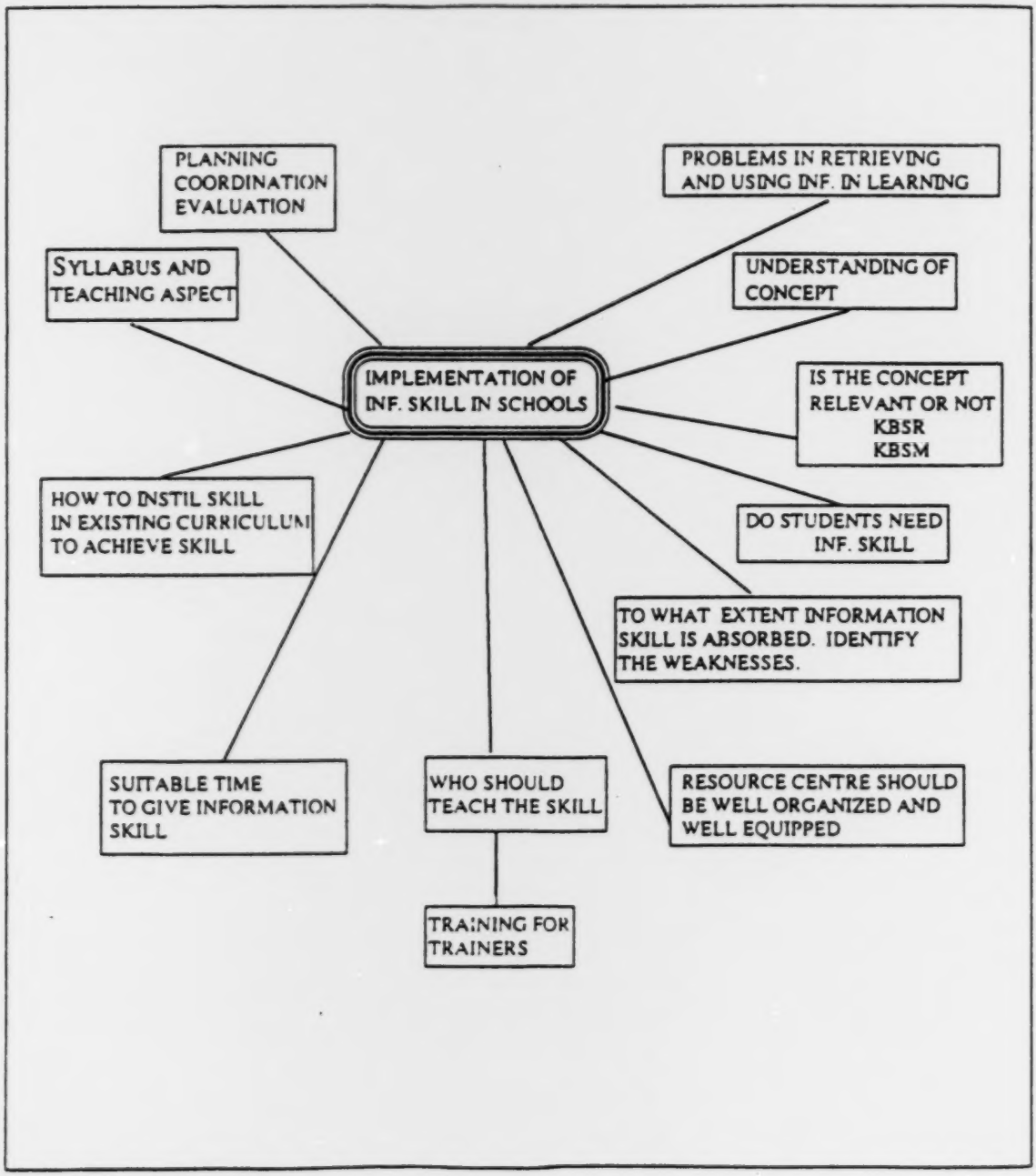
Appendix 1

According to Jack Zemin, critical thinking skills for school and classroom management should include some or all of the following:

1. keeping your mind open to a variety of opinions and positions, even those with which you may disagree.
2. comparing and contrasting alternative approaches or multiple interpretations of a problem, seeking those which transcend cultural boundaries and meanings.
3. learning to live with uncertainty and probability in formulating answers to questions or solutions to problems.
4. identifying the sources, amount, relevance, organization, and quality of evidence, deciding the relative merit of the data, from the subjective to the objective.
5. testing the plausibility and consistency of an argument or theory, working towards a decision to uphold, deny, or revise the concept.
6. carefully applying theory to practice, evidence to explanation, and ethical rules to actual behavior.
7. examining both stated and unstated assumptions in a problem or argument, and determining their impact on conclusions.
8. acquiring a sensitivity to the cultural and historical context of ideas, concepts, and traditions.
9. suspending quick judgement, or "jumping to conclusions," in favor of a neutral or empathetic viewpoint.
10. adopting the viewpoints of others as organizers for the interpretation of communications,events, and experiences.
11. developing strategies for understanding and clarifying ambiguous, or unclear findings, problems, issues, or theories.
12. appreciating the logic, skill, insight, ingenuity, and perceptiveness of both student-initiated ideas and those of experts, without necessarily accepting these as definitive for all time.
13. predicting future developments based on current observations, evidence, and accepted theories.
14. setting up standards for judgements of value across all subjects and disciplines, including art, music, literature, science, history, and mathematics, sports, etc.
15. information rules, principles, interpretations, and theories of your own invention that seek to improve on current models and concepts.

Appendix 2

ISSUES RELATED TO THE IMPLEMENATION OF INFORMATION SKILL PROGRAMME



Across the Curriculum: Across the World

by
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School of Library and Information Science
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It is my pleasure today to speak to you as a member of the International Association of School Librarianship (IASL) and also as President of the American Association of School Librarians (AASL), one of the eleven divisions of the American Library Association. I plan to discuss very briefly changes across the curriculum and across the world at AASL. Then, suggestions will be made for changes in your approach to your role as a school librarian that will make changes in your professional lives. Some of these changes will be placed in the context of multi-cultural experiences for children at all grades and stages, changes that must occur in their lives as they prepare for the changes they will meet in the next century. I will end with an invitation to visit the University of Pittsburgh next year when IASL meets there. But first, changes at AASL.

Those elected to a division presidency declare a theme for their presidential year. I have chosen "Changes Changes". This seems to fit into many recent conference concepts. Our immediate past AASL president, Ruth Toor, in order to feature change during her New Orleans conference program, invited a high school librarian to share with us plans for her new school and the changes being made in her high school library. This library must provide information to meet the challenges awaiting students as they prepare for life in 2000 and beyond.

Ann Weeks, Executive Director of AASL, is managing our new Library Power project, a multi-million dollar demonstration program sponsored by DeWitt Wallace-Reader's Digest Fund. To participate, school districts form coalitions between business and civic leaders, parents and educators, who must mobilize their energies and resources to change public education at the local level. Thus, "in the successful Library Power projects change goes beyond libraries to the educational process through the schools and districts".[1] The Library Power project provides qualifying agencies million dollar grants to expand school libraries in cities around the US who agree to demonstrate changes and to build a picture of technology innovations through school libraries. The first projects were implemented in New York City in 1988. School libraries in nearly 150 New York City Public Schools were transformed with paint and other renovations, and filled with books.

My role here is to speak to you as a member of the International Association of School Librarians and during our joint conference with the Australian School Librarians Association. Our conference planners here in Adelaide are well aware of the need for school librarians to prepare for and implement change. They have expanded today's theme, "Society", into "building a picture of society as we go towards the year 2000, and beyond...daring to be innovative in our response to and management of CHANGE in school librarianship".

My means of meeting this theme begins with a plan for change, change you must make to move from our more traditional helping role, into a leadership role, perhaps a major change for you. If our students are to become information literate, we must begin to work as chairs of the curriculum team rather than as just members. Again, Ann Weeks is modelling this changed concept as she chairs the Alliance for Curriculum Reform, a group of curriculum related national associations including the National Council of Teachers of English, National Council of Teachers of Math, the International Reading Association, and the Association for Supervision of Curriculum Development, among others. She was elected because she was in a unique position to lead with credibility in ALL the areas of the curriculum rather than allegiance to one, and there lies our true strength.

Because we owe allegiance to no single area of the curriculum, we are in a unique position to lead the way for teachers and to help them integrate learning across the curriculum. We must accept that role and begin to change from merely offering suggestions of materials to supplement classroom teaching, to directing the collaborative experiences teachers offer their students. We must be an integral part of that

planning so teachers will adjust their activities to combine isolated lessons and design them to meet difference in learning styles. It is only in that way that all students will be well prepared to be contributing members of a global society. Can we do it? Can we move from being merely active partners across the curriculum to active leaders beyond the classroom, working directly with administrators and parents to further the education of children?

Moving into a leadership role may be less than comfortable for you. If you do not feel capable to such a role at this time, perhaps you should plan to take courses with those who are preparing to be educational leaders, those who plan to be the headmaster or building principal or whatever the administrative leader's title is. That does not mean that you will or should leave your position in the school library when you finish the courses, but that you will meet others who are striving to become effective leaders and you will learn what they are expected to know to undertake this role. You will quickly understand that it isn't easier or harder for another than for you; it merely takes the desire to learn and implement some leadership "rules and regulations".

Why you? We have discussed the fact that you have no allegiance to one area of the curriculum, but your knowledge of the whole curriculum means you can be skilful in combining units and teachers across the curriculum. Another reason is that, except for the principal, no other person in the school knows all the teachers, all the students, AND all the curriculum. In North America, we are striving to implement "resource-based teaching". We are moving from that helping role to a leadership role because that is the way we can meet the mission of our national guidelines, *Information Power*,"...to ensure that students and staff are effective users of ideas and information.[2] Assistance with change is needed to encourage teachers to adopt new methods of encouraging the development of critical thinking skills in their students. We must do this without adding appreciably to their present workload. It is up to us not only to know the teachers and the curriculum, but we must be aware of exactly what and when teachers teach specific units, whom they teach, and how they teach. While I am sure that you know very well whom they teach, I am less certain that we know what, when, and how they teach.

What if you don't know what and when all the teachers teach their units? If you are new to the school, you can begin by locating the master schedule of teachers and the grade levels or classes they are being assigned for the academic year. You will then develop a *curriculum unit* notebook with information about each teacher. You will need to:

- Develop a form for collecting information about each teacher.

This form includes information from the following:

- Look at the textbooks in use and see what *is* suggested
- Analyze any school curriculum guides that are available.

When you have this skeleton information, make an appointment with the teacher and discuss when (which weeks) and how long (how many weeks, days) the course will be taught. If you can begin to prepare a bibliography of materials that are available in the library, you can share this with the teacher. To begin to complete your form during the meeting, you will want to begin to determine the teacher's teaching style.

Predict Teaching Styles

While it is difficult to analyze teaching styles unless you can conduct classroom observations over time, you can make some assumptions based upon the type of materials they request and the activities they prefer. Many may still rely heavily on the lecture method, so you must suggest new teaching strategies.

Discuss Teaching Strategies, and Resource Based Teaching

You must sell them on resource-based teaching. Explain that this is a process of using materials beyond the textbook and readily available in the library. Share with them some ideas for activities that you will plan for the library and those you will plan for the classroom. Share with them you plans for helping students conduct research in the library. While these appear at first glance to take an unusual amount of additional time, you must show them how it will become easier over time as student interest in learning activities grows. You must try to begin with activities with which they will be comfortable before you introduce major changes.

Point Out Materials Available in the Library

Now is the time to show them the materials available in the library on the topic,

what should be requested from other sites, which research skills the students may need to learn, and any other pertinent information. You will begin to help them decide which parts of the unit you will take responsibility, which you should do together.

Record Your Planning Session and the Actual Outcome of the Unit

One suggestion is to maintain your planning files in a loose leaf notebook for easy access. You can easily record the planning and recording the activities that were most helpful for the teacher and most effective for the students and keep special bibliographies with these units. With this notebook, everything will be in one location, conveniently stored in your office. If you complete at least three teachers each semester, it will not take you very long to have every teacher in your file.

You must add to your file at the close of the unit of instruction adding information from the evaluation process. Students and teacher will help determine the value of any materials used in the unit to see their relevance, recency, and to learn if you have enough copies. What works best, the preferred activities, and the result of any testing should be added to your record.

Now you are ready to take the next step. If you haven't determined another curriculum area, unit of instruction, or teacher who might be interested in integrating with this unit, review your notebook to see if overlap exists that you have forgotten. Coordinating integration across the curriculum will become almost second nature to you once you have in depth understanding of what and when your teachers teach.

One very recent educational trend is to base student learning as much as possible in the real world. By leading across the curriculum, you can relate the math fractions to the cooking measurement in the home economics class or relative times for athletes at track meets.

The first units you prepare will be the most difficult because you aren't certain how it will work. However, it will not take as long as you think, and you will need to do a major update of the information only when new teachers are hired or when present teachers change the grade level or subject area they are teaching or when curriculum reviews occur. Even with major curriculum revisions or new textbook adoptions, you will still understand the teachers' teaching styles and you will be working with someone you have helped previously.

Your suggestions may carry more emphasis if they can be shown to be successful in the research.

As Often as Possible Base Any Suggestion in the Research

Keeping up with research may not seem easy and reading research is sometimes boring. Attending ASLA and IASL, it is inevitable that you will have an opportunity to learn about the "hot" research results. In the US we have a group of library researchers called "Treasure Mountain" who are doing that for the school library profession. We meet irregularly to study research of school library programs, and we relate the research we find to the practitioner as well as to the researcher, a very successful model. Papers[3] from the first conference were published by Hi Willow Research and Publishing.

In the US, two new reports of research may be of interest to you, *Impact of School Library Media Programs*[4] and *The Power of Reading*[5] to share with you today. The first reports the results of a national study and its replication in the state of Colorado. Lance's report found that the school library media program managed by a school librarian was the single predictor of student achievement. The second book by Krashen demonstrated the power of reading in the lives of children and points out that children who do a great deal of free voluntary reading have improvements in grammar and spelling as well as reading comprehension.

You must also keep up with research in education. Most educational innovation is implemented with little if any research base, and most of it dies, fades away, or is remodelled into something different before any extensive research can be done on its effectiveness. However, much can be gained from keeping yourself and your teachers informed of any research that indicated successful teaching methods or educational outcomes from specific activities.

Who Teachers Teach as Primary Focus

Records of student performance are on file, but you may not need to refer to these. You are in a unique position to have many of the same students year after year. If you can recognize and relate to their learning styles

early on, it is likely that you can continue to do so easily since those styles usually have little change. You can help teachers who may have a conflict of teaching style with a student's learning style adapt assignments to meet the learning needs of students from one grade to the next. This will make for a happier classroom for everyone.

Finally, we must help teachers and students broaden their perspectives to go into the wider world. "Across the world" means that many of us are already drawing ever closer together. We must help our teachers through our resource-based environment to adapt lesson plans into multi-cultural experiences. More and more our countries are offering asylum and citizenship to others who are displaced from their countries of origin for political, economic, or religious reasons. Our students are learning new culture from their classmates who arrive from distant shores.

Children are no longer limited to seeing how other people live from reading in books or meeting them in the classroom, they are also learning from television and movies. We must help them have a true picture by teaching them to question what they see and to check and confirm their impressions in alternative sources. One of those sources may be first-hand communication with others. Through INTERNET as well as other electronic mail connections, children are "talking" to each other across the world. If children can't find out what kinds of food are served at meals during the holidays in another country in one of your references, they need only e-mail a school in that country and ask the students there what they are going to eat for their holiday.

Children learn from a classroom that is some distance from their own. With distance education, children can learn Japanese from teachers in Japan or share a science curriculum with students in another city near them or some distance away. They are also learning the power of information in political times. One of the reasons attributed to the failed coup in Russia two years ago was the ability of citizens to communicate to the outside world with FAX and e-mail. The opportunity to share information is not limited to adults during stressful national situations, it is available to our children in their schools and classrooms. The ability to communicate greatly enhances the ability to understand differences.

We are preparing our children for a global society. children today will grow up in nations brought closer together through manufacture of products in one country that will be sold in another. Most of us are aware that our children must not only survive, but must achieve and excel in this international environment if our countries are to grow. We must also reach the acceptance of differences.

A friend of mine is always pointing out the terrible happenings in this world in the past, present, and perhaps future that are often done in the name of religion. Tolerance of differences can only come about if differences are understood. Until our children understand another country's customs, what happens there may seem silly or frightening or threatening. Tolerance is an example of acceptance of change.

Change is not easy. How much more common is resistance to change than acceptance and adoption of change. Many of our teachers are often very unwilling to change. When this is true they become defensive of the status quo. Yet, change is inevitable and constant. How much more quickly we must adapt to change because of the speed with which our environment, our work places our very lives change. While the flight to Australia seemed incredibly long compared to a flight crossing the US from my home in Pittsburgh to a vacation in Hawaii, how much longer would the trip have been if we did not have jet planes, or no planes.

While some of us are beginning summer vacation, others are into our 93-94 school year. I challenge you to plan changes. Do it alone? NO! Try to get your fellow librarians to share with you the tasks that have been described above, and write about your successes and ask for suggestions to solve your failures. When you develop an effective, interesting integrated curriculum unit, publish it so it can be shared.

I want to hear from you the successes you have in making changes next year. If you want to tell me by mail, my address is SLIS, University of Pittsburgh or e-mail on INTERNET woolls@lis.pitt.edu. Another easy way to let me know is to travel to Pittsburgh. May I invite you to come next July to attend the International association on the campus of the University of Pittsburgh where you will fly into one of the newest and most beautiful airports in the world, see the nationality classrooms around the first two floors of the Cathedral of Learning, one of the tallest classroom buildings in the world, and visit the largest dinosaur bone collection in the world at the Carnegie Museum. This may be another kind of change for you.

I'll make you one promise. My President's year will be completed. I'll share my "Changes Changes" with you.

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Violence in Children's Literature Today

by
Maureen Nimon

As adults we are aware hat violence is an inescapable reality of our world. However, that should not prevent us from posing the question, "Does violence have any place in children's literature?" Fiction is an artifice. We use story to extend our experience and to find meaning in it. It may serve this purpose for children with our mirroring exactly life in all its aspects. As arbiters of the content and distribution of children's books, we are responsible if violence appears in them. Its inclusion should therefore be a considered decision and its nature and the manner of its treatment ones we have judged to be appropriate. Similarly, its exclusion must also be justified.

In examining our initial question of whether violence should appear in children's literature today, a perspective may be given to our deliberations by reviewing swiftly the history of books for children. It is worth remembering that in the didactic tradition of writing for children, punishment figured strongly, whether authors were Puritans eighteenth century rationalists or nineteenth century Evangelicals. Writing for children has for centuries encompassed pointed little stories in which the virtuous were rewarded and evildoers suffered retribution. Violence, particularly physical violence, was frequently part of punishment, as in the case of a porter who sought to cheat a fisherman and was given fifty lashes and dismissed.[1] This story appeared in one of Nelson's *Royal Readers*, widely used in the United Kingdom and the Empire in the late nineteenth and early twentieth centuries. But violence also threaded through the lives of the good, many of whom had to prove their steadfastness by enduring physical affliction or mental intimidation. Take the case of the little drummer boy who was popular with the officers and men in his regiment until one day he was offered a glass of rum. "I am a temperance boy, and do not taste strong drink," he replied. The officers and men tried to change his mind until at last the major ordered him to drink it, warning him it was death to disobey. Even in the face of a threat such as this, the boy stood his ground. Again this story appeared in a reading series prepared for schools so there was clearly community acceptance of the promulgation of stories which incorporated violent threats against children.[2] Sometimes violence was used to admonish. We all know of the incident in Mrs. Sherwood's *History of the Fairchild Family* (1818) in which quarrelsome children were taken to view the remains on a gibbet of a man who had first argued with, then killed his brother. Even trivial and thoughtless actions could lead to disaster. A child carelessly dropped an orange peel on the pavement. This caused a boy to slip, breaking his leg and suffering much pain. The story uncompromisingly laid the responsibility for the accident upon the first child.[3]

Thus in school reading books and magazines produced for their leisure, children of the past were directly confronted with their responsibility for their choices and actions and the likelihood of severe punishments following closely upon wrong-doing. The lessons were nothing if not direct. Similar messages were repeated more starkly, if possible, in the traditional literature where no adults sought to ameliorate the punishments visited upon the figures of evil in fairy stories. In *Snow White* the witch queen stepmother was forced to wear red hot slippers and "dance" to her death for her sins.[4]

Apart from its admonishing, instructive and punishing qualities, violence in juvenile literature has had other roles. It could be praiseworthy, even glamorous. In the late nineteenth century throughout the British Empire, both the leisure reading of children and their compulsory reading in school were tightly focussed on the importance of doing one's duty. Of course, "doing one's duty" governed the mundane details of daily life, but children were also warned that every one of them could be called upon, and should be ready, to do their duty in far more challenging circumstances. It was not only the great Admiral Nelson who should be prepared to die, murmuring, "Thank God I have done my duty!"[5]

The literature of imperialism instructed boys that they were the soldiers, sailors, explorers, and traders of the future "whose duty it will be to hold the Empire" their fathers bequeathed them.[6] Stories of expansionist glory

permeated school materials such as Nelson's *Royal Readers* and were the stock-in-trade of boys' magazines such as *Chums*. Writing on illustrations in *Chums*, MacDonald observes that through them, "glory, strength and violence are made dramatic and meaningful, yet rendered innocent by boyish high spirits."[7] In *Chums* fighting was "reduced to a code in which reflection was absent, bravery was instinctive, suffering rendered as endurance and death as dignified sacrifice."[8] The enormous popularity of G. A. Henty and G. Manville Fenn testify to the widespread acceptability of the cult of the heroic figure, which, in boys' materials, took an almost exclusively militaristic form.

Henty's titles form a record of imperial achievement. Those such as *Under drake's Flag* or *With Clive in India* set out the myths of how the Empire was won; *In the Heart of the Rockies* or *A Final Reckoning: a Tale of Bushlife in Australia*, how it was held. His here, whose name changed from book to book, but whose physique and manner altered not one whit from Crecy to battles with Aborigines, personified the ideal British virility. In *St. George for England*, Henty explained that courage was "the parent of almost all" the other virtues because it was required to practice most of them.[9] These words prefaced a book in which the success of British manhood was measured in the tallies of the dead and injured inflicted upon the enemy. The significance of one victory was highlighted by the observation that "history has no [other] record of so vast a slaughter by so small a body of men."[10] The "body count" approach to determining success was carried through his books, hammering home the message that one British male was worth multiples of any group of foreigners and that his creed was that which Macauley put into the mouth of Horatius

> And how can man die better
> Than facing fearful odds,
> For the ashes of his fathers,
> And the temples of his gods![11]

Where stores did not deal with war, they often incited boys to demonstrate physical courage. A frequent incident in school stories was one in which the hero found himself obliged to fight another, larger opponent, either on a matter of honor or to protect another, smaller boy. These fights were not brief or minor. To take one example, the fight lasted "for nearly an hour, by the end of which time both had been seriously mauled, but the pluck of neither was abated."[12]

It may be that there were contemporary critics of those writers who urged boys to harbor such aggressive attitudes. Indeed, evangelical magazines did not promote militarism, though MacDonald points out that they were "careful to support England's place in the world."[13] Certainly authorities such as Charlotte Yonge, E. G. Salmon and J. Greenwod wrote articles on the importance of selecting carefully the reading given to the young and ensuring it was of desirable quality. in 1874 in an article entitled "Penny Packets of Poison," Greenwood warned concerned adults

> there is a plague that is striking it up as roots deeper and deeper into English soil...yielding great crops of fruit that quickly fall, rotten-ripe...tempting the ignorant and unwary, and breeding death and misery unspeakable.[14]

But the subject of his condemnation was not the literature of imperialism and its focus on violence, but the penny dreadfuls. These were similarly attacked by another article because they fostered unrealistic and socially disruptive daydreams in the lower orders, encouraging shop girls to think they might marry peers of the realm or actresses they might snare baronets with their beauty and virtue.[15]

While girls might not be expected to go into battle for their country, they did not escape the call to face danger or to be ready to sacrifice themselves. In her *Book of Golden Deeds*, Charlotte Yonge commented that "we all of us enjoy a story of battle and adventure." She went on to argue that the real appeal in scenes of "woe and violence" was the courage and self-sacrifice they revealed, the acts that demonstrated forgetfulness of self."[16] In her book she then recounted tales of remarkable--and often fatal heroism, as many of which figured women and children as men. Thus for Yonge including extreme violence in children's books was justified if its portrayal also revealed heroic deeds done by individuals on behalf of others. Other materials carried the same messages to girls. In the *Royal Readers* there were numerous stories of mothers risking or giving up their lives for their children, while Grace Darling, and her Australian counterpart, Grace Bussell, were featured in many girls' magazines. Even in the penny dreadfuls,

examples of female heroism could be found. Jack Harkaway's wife demonstrated this.

> Throwing herself upon Jack, and standing between his breast and the pistol of Miles Fenton, she looked like a heroine of old "Back!" she exclaimed, in a clear, but tremulous voice. "Back! You reach his body but through my heart. If I cannot save my husband, I can, at least die for him."[17]

Being ready to do battle with fate remained the staple of much juvenile literature up to World Way II and beyond. We only have to think of the immense popularity of Biggles to be aware of that. The 1964 *UNESCO Statistical Handbook* put Biggles twenty ninth in the ranking of the world's most translated books, showing that his readership extended well beyond English-speaking children. Biggles' creator, CApt. W. E. Johns, published one hundred four books in which Biggles wa the hero. and eleven which starred Worrals, his female counterpart.18 Nor has interest in this kind of action adventure tale expired. Six Biggles books were reissued after editing in 1992 and, depending on their success, more may appear. It could be argued that Douglas Hill's *Galactic Hero* series continues the tradition in an off-planet and future dimension. Thus we should preface our deliberations about violence in contemporary juvenile literature by recognizing that it is only in recent decades that the place of violence in children's books has been so vigorously questioned. Equally though, our acceptance of that fact does not compel us to endorse the perpetuation of past traditions. in the late twentieth century, we need no justification for re-examining our position in regard to this matter. There is no time like the present to seek to exclude violence from children's literature or to permit its inclusion only in ways of which we approve. These are our choices. a historical review simply gives us the reasons of other generations for their actions.

What positions are held today?

In *Old Llies Revisited: Young Readers and the Literature of War and Violence*, Whitehead urges all involved in children's literature to promote juvenile reading which will break the cycle of violence. She herself takes a very conservative view of what is acceptable for young people, endorsing Sutcliff, but condemning Cormier unreservedly and disapproving of Westall's *The Machine Gunners*. She requires of authors writing for juveniles that they make "certain definitive judgements" about "the ultimate consequences of war...and its role in history."[19] She declares "it is the privilege of writers of fiction to create characters who stand out for the prevailing mental set and use them as a way of asking questions and provoking serious though about the burning issues of all times."[20] In short, Whitehead believes that authors for children should be obliged to construct stories that didactically enact the principles of non-violence.[21]

Yet even as committed to non-violence as Whitehead is, she accepts that it should appear in books for adolescents. She recognizes that "there is a need for books which help young people face reality, however distasteful that reality may be.[22]

The South Australian Branch of the Psychologists for the Prevention of War declare their position in regard to violence in the name of their organization. They take a stand close to that of Whitehead, seeing conflict and violence as inherently part of our society so that its portrayal in children's books is inevitable. But they attempt to induce change through promoting books which present constructive alternatives to violence and hostility."[23] This they do by offering a biennial Children's Peace Literature Award. Two of the titles which have so far won the award concern personal relationships in settings of ordinary school and family life; the third is a fable about the destructiveness of violence.

Thus there are those today who take the position that children's books may encompass violence and conflict, but it is essential that they do so in ways that show the suffering caused. It is also important that solutions other than retaliatory violence are given. Some may even agree with Webb who argues for the literary value of the disturbing. "The necessary monster," she writes, "is at the heart of heroic literature, providing it with an imaginative definition by antithesis: whatever the boundaries of the 'normal' may be, the monster exists in violation of them."[24] This may be extrapolated to children's literature. As the monstrousness of the monster is a measure of the hero's daring, so the challenge faced by children in learning constructive responses to aggression will determine their achievement of maturity. Yet as Whitehead points out, once one has accepted that there is a place for violence in children's literature, it is often

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difficult to judge in given instances which books are acceptable.[25]

The work of Robert Cormier illustrates the dilemma that is posed by a writer who purposely studies varieties of cruelty. His graphic descriptions of physical brutality are skillfully matched by his portrayal of the mental torture of rejection, isolation and mental intimidation. The power of his writing is never denied. The problem that springs from it is that his very skill may seem to glamorize what he purports to condemn. Whitehead certainly believes this of Cormier. She writes scathingly of his giving his audience what it wants.[26]

Perhaps, though, Cormier's real "failure" is that he refuses to write books that follow the established tradition of Western juvenile fiction which presents a world in which the exercise of courage and adherence to principle guarantees success. In the 1990s there are still those who believe that an essential criterion of children's literature should be that good can be seen to win over evil--in a physical and material sense. For it can be argued that in Cormier's books, good does triumph in an ethical and spiritual sense. In his books, those who remain true to themselves and stick by their principles remain admirable, even if defeated, even if dead. Their position remains as correct as it ever was. For Cormier reverts to the problem of good and evil in its most austere form. Like Socrates, he agues that good must be its own reward. He poses the question--isn't doing the right thing the only choice we have whatever the cost? If, for example, you were at Trinity College with Jerry Renault, and you chose to stand by him, then, indeed, you might have suffered his fate. But if you didn't, if you were "only an onlooker," then in effect you had chosen to let Archie have his own way and to be, therefore, a lesser Archie. Cormier is relentless in making it clear that there can be no fence-sitting on moral issues--either one acts or one does not. Either way, there is no escaping the responsibility for the choice you made.

Perhaps what makes the issue of violence in children's literature more contentious today than it appears to have been in the past is the social context in which we find ourselves. For Henty's imperial heroes, there was the consolation that if they should die, their fame and honor at home was assured. Though not often cited, there was also until recently, a general context of Christian belief in reward in a world beyond the grave for a sacrifice made in this.

Today, Cormier's reduction of the choice between good and evil to its bleakest form--good before evil whatever the cost--must be paid in a social environment stripped for the most part of the comfort of religious conviction or social approval. While in our world of economic rationalism, some figures have achieved prominence for their humanitarianism, there is little evidence today of general community esteem for people of principle over those who can be seen to have been self-serving. The degree to which Jerry Renault is seen to be foolish rather than heroic reflects this. It is this, too, that makes our dilemma in regard to violence in children's literature particularly important for we must find books that pose the issues for children in terms meaningful to them in their world, rather than to us in ours.

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The Politics of Children's Literature

by
Jean A. Webb

For the past four years I have been running children's literature courses and a summer school at Worcester College of Higher Education. This has variously involved a great deal of discussion with publishers, writers, illustrators, librarians, and teachers plus those involved in the commercial book world. the information contained herein has been gathered from these experts and academic sources. I would like to thank them for their enlightening and open conversation, particularly Chris Kloet, editor of Gollancz Children's Books, Julia MacRae, and Emma Marwood, manager of Waterstone's Bookshop, Worcester, England.

During the spring of 1992, I spent six weeks working on a book review project with primary school children aged five to eleven, and am currently supervising a group research project on the same theme. Some of the information from these projects is also incorporated into this paper.

Politics and children's literature would seemingly be two areas of thought which were incompatible. Politics being the administration of power, control, government, and regulation, whilst children's literature embodies the freedom of the imagination at a period in life which Margaret Meek describes as "literary innocence."[1] The lack of innocence of the writers of works for children has long been recognized in the awareness of embedded political perspectives, whether they been, for example, religious, social, or gender biased.[2] A host of interested parties: teachers, librarians, editors, not to forget responsible parents, each with their own set of criteria, read critically to guard the nature of the child's world of imagination. The world surrounding books for children would apparently focus upon literary and artistic merit, moral soundness, high ideals, whatever they might be. This,most sadly, is an overly innocent view, the dream of the idealist, for the dynamics of the practical world and the resultant political tensions militate against the interests of children and literary merit.

Who then is involved in this dynamic network? Which individuals and agencies play a part in the process of bringing a book to the child? A simplistic model would put the writer and the child in the most dominant positions, for without them the book could not exist. Ideally the child would be in a direct and unimpeded line of communication. However, there is a range of influences which intervenes between the writer and the child audience/-reader and potentially detracts from the power of the creation.

The writer must publish the work. "Which publisher," is the next question; the answer to which raises a number of barriers. The choice in the U.K. is considerable, or is it? During the current period of recession the number of publishing houses is contracting. Large corporations dominate. The familiar, individual house which once displayed a particular identity may well be a small part of a large publishing machine, and therefore, governed by a large publishing machine, and therefore governed by the business and literary requirements of he parent body. Individuality is eroded by corporate ownership. The independent style does not earn sufficient capital to survive in a highly competitive market. The career of the publisher, Julia MacRae, as an example of independence, is an exception, a testament to her determination, critical judgement, shrewd business sense and pertinent movement in and out of larger organizations.

The current nature of the publishing machine in the UK disempowers the author. The usual pattern is that a children's book pays by being printed initially in hardback and then the rights are sold to the paperback companies. The sales curve for a book to prove solvency is eighteen months. Warehouse storage space is so expensive that companies no longer carry extensive back lists. The cutting of back lists effectively acts as an instrument of widespread censorship by the publishing industry. The right for a book to exist is that it should meet high economic criteria, regardless of literary worth. The chances of future generations of children discovering and enjoying a rich literary heritage diminish with each cubic foot of storage space saved. The literary past is abandoned to silence.

The implication of a streamlined publishing industry for the professional writer is that a new book must be produced at least

every one and a half years to stand a chance of economic survival under the present requirements, whilst the editor must be sure that the work will sell on to the paperback market. The relationship between editor and writer is driven by strong external influences. Large corporations have a fluid staffing pattern. The case of editors developing a close working relationship with writers is becoming more unusual. There are editors who still strive to work in a personal fashion. Julia MacRae, Chris Kloet, for example, who nurture and advise. The publishing system also works against them for the paperback and newer softback production companies can offer larger rewards due to their greater sales. In other words of an aggrieved editor of quality hardbacks, the paper and softback giants are "gobbling up people nurtured by other houses."

Opportunities for new writers are increasingly difficult to bring to fulfillment. Risk is an unpopular word where success is an instant demand. Throughout publishing history there are instances of major writers and recognized classical works being repeatedly rejected at the first stages, from the Brontes and Charlotte's famous tattered brown paper parcel, to William Golding's *Lord of the Flies*, to Samuel Beckett's play *Waiting for Godot*, which was kept waiting by forty four publishers before it was finally accepted. Conservatism is creeping into the limited opportunities which remain for the new author. The comment on the 1992 Mother Goose Award, which is given for the most promising new illustrator, highlights the current situation in the following assessment given by Sally Grindley:

> This was not a vintage year for Mother Goose Award. There was a startling lack of innovation, and a sense that someone, somewhere is playing safe. Art schools, or publishers, or both?[3]

Tried and tested soon becomes tired and overstretched as the pool of talent shrinks through lack of opportunity.

Marketing trends are therefore determining the rate of output which very often bears a direct relationship to quality. Aiden Chambers, in his speech at the IASL Conference in Belfast last year, spoke of the length of time required to consider and create a book; the personal case he quoted was that of fifteen years to complete a trilogy. Literature is not a production line profession, yet those are the conditions which the authors are being asked to work under if they want to survive the highly competitive short-lived market ethos of today. Certainly strategies can be employed to ease the problems, note the number of sequels, however the danger is that quality deteriorates under such pressures.

A strategy which does, however, readily spring to the British mind is that of widening the pool of available material by using the best of European children's books. Each springtide the Bologna Book Fair attracts the major publishers from across the continent, here must be the ideal opportunity to enable a rich cultural and literary mix, whilst using proven successful writers. The reality is that each successive year fewer new children's books in translation are published in the UK. The figure for 1991 was under ten. The cost of translation plus the reader's fee are prohibitive, for that outlay is made before any decision is made upon the suitability of the text. The general practice is to buy European books not from our continental neighbors, but from the Americans who have purchased the items, translated them into American-English and then recycled them to the British who translate them into English-English! How close they are to the original would make an interesting study in cultural exchange. The mixing of markets, and therefore the multiplicity of market demand upon the writer becomes a dominant factor with regard to Europe, the UK, and much further afield. A children's book is judged for viability upon whether it well sell on the home market; the large English speaking areas of America, Australia, New Zealand plus European and translation possibilities into Japanese, for instance.

The resultant books are on the whole retaining their sense of character, as long as that character translates within the boundaries of another culture. The censorial judgement of the editor is a strong element here when arranging such matters, particularly with illustrators. One English illustrator, Heather Buchanan, who specializes in architectural exactness, was prevented from including a Welsh cottage in her work because it would not have been acceptable to the wider requirements of the foreign readers. The result is on one hand a very bland cultural representation which rests nowhere in particular, and on the other a mismatch mix which incorporates elements which are confusing for the adult who can define the roots, and must therefore be in danger of

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utterly confusing the child. An example of such an anomaly occurs in a widely distributed 1992 picture book from one of the major companies, which disturbingly introduces an old man dressed in the style of a Southern American farmer, replete with straw hat and overalls, whereas the rest of the setting is clearly typically that of rural England. Muddle results in the mediocre and weak books, whilst in the best of work there is a learning experience in the melding of fact and fiction. The editor clearly has a role to play here in terms of stipulation of requirement and guidance.

Some writers and illustrators in the UK are dissatisfied with editorial and mass market constraints and are therefor circumventing publishers and setting up their own book production units. Time will tell as to the success of such ventures. One suspects that their efforts will be limited by the extent of their advertising power. Disseminating knowledge about children's books becomes increasingly difficult as the number of books escalates. There were seven thousand and six books for children published in the UK last year, which leads one to a consideration of book buyers, how they choose books, what are the sources of information available and how these dictate choice.

The sales route of a book depends upon the category of buyer, adult, child, teacher, or librarian. Book shops divide roughly into high street generalist stores and the purer book shop. They mat be but a short walk away from each other. The discerning buyer moving from the high street store to the specialist book shop, does so in the belief of gaining particular expertise from the book shop. Corporate ownership also dominates the world of selling. In most cases the book shop will be part of the high street chain, although such is not made obvious to the customer. Where such alliances impact upon the customer is in the quality and range of children's books available. Book shop manager are issued with a central core of books from the corporation supplies office. The same list applies to the high street store and the book shop. In effect most of the book shops in the UK are therefore making the same books available. Particular book shop managers have to fight hard to free themselves of the dominant core, and to fight also for the specialist children's book sales person. There are some independent alternative specialist children's book sellers scattered throughout the UK who refuse to be dictated to; their survival is precarious. Without specialist people, we are thrown back upon extant knowledge, and exterior sources. The bulk of children's books are bought from shops during the period prior to Christmas, from the end of October to the holiday. Typically the sales over these few weeks equal that taken for adult books in an average week throughout the year in an equivalent shop. The conclusion to be drawn is that the majority of children's books bought from shops are presents bought by adults for children.

Choices are made on the knowledge of what the adults read as children, the strength of advertising, what is perceived to be good, the advice of the shop assistant and random selection. With current publishing and marketing considerations it is already becoming clear how the adult is controlled and disabled by the politics of the children's book world. The limitations on back lists will increasingly lead to a deterioration of the adult knowledge of children's books, as argued above, and therefore one of the most common approaches to book selection is nullified. The sharing of familiar and beloved books is also threatened; the adult recalling the love of their own childhood reading through known texts and imparting an extra quality of appreciation to the following generations. Communication becomes a central factor in a multiplicity of ways. The adult can no longer depend upon a body of prior knowledge, and the shop assistant may well be little better equipped than the customer, under these circumstances advertising is a most powerful force.

Where can the bewildered adult buyer look for guidance and information? Publisher's catalogs contain abstracts which are often written before the actual book has been competed, so great are the pressures of time upon the industry. They certainly do not seek to mislead, one wonders how well they are able to inform under such constraints. Readily available information about children's books is limited to a fifteen minute weekly BBC radio program "Treasure Islands" produced by Michael Rosen; albeit excellent, the time allocated is pitifully little out of the broadcasting year. In Sweden, for example, there is a regular and long running book review television program for children, hosted by an academic, it is nevertheless a most popular source of information and entertainment for both children and adults. The medium which is so often accused of threatening the book is there

being used as an effective means of promotion for non-commercial purposes.

Information regarding children's books obviously divides between commercial and non-commercial interests. Publisher's catalogs and the information disseminated by book clubs must be promotional, whereas non-commercial sources would seemingly be free from driving pressures. Educational and specialist journals, charitable foundations such as the Children's Book Trust, the library services which advise are still pulled into the commercial melee, for the children's book awards form a central focus in terms of guidance. The awards are mostly generated by the publishing industry and few include children as judges. An award indicates that the work "is good;" how that value judgement is qualified remains a mystery to the non-specialist, yet the power of the award label is so great that paperback publications carry covers emblazoned with award medallions, indicating immediate selection for the buyer.

Selection criteria are of paramount importance in the current UK climate where the government is so dominating education through the formulation and reformulation of the National Curriculum. The constant change combined with a higher onus of responsibility upon the parent derived of nervousness about the quality of education their child is receiving is resulting in more books being bought for children which are perceived to be "good." The qualification for that "goodness" is inclusion in the government recommended reading lists in the National Curriculum. Party political thinking is exerting a most direct power upon the imaginative lives of our children. Commerce and politics are firmly linking hands in the literary world, especially under a government which believes in market forces. Book shops are reporting sales levels of children's books which seem to be little affected by the recession; the customers being middle class parents who are wishing to supplement what they perceive to be educational needs.

Direct parental involvement in schools is often centered upon the library. The non-teaching school librarian is a rarity in secondary education, confined to the very largest of institutions, whilst primary school libraries are usually run by teachers who carry full teaching responsibilities apart from their library commitments. Parental help is therefore vital to the running of many school libraries. The teacher with special responsibility for the library, yet no specialist training, is therefore dependent upon the School's Library Service for specialist help. Shortly this service will have to be bought in by schools under changes in funding arrangements made by a government which believes in market forces. The average size primary school generally receives less than one pound per head per annum for expenditure upon library books. The projected cost of a School Library Service visit to provide a fresh source of books on a loan system will be equal if not in excess of the current average school expenditure upon library resourcing. At the moment schools are used to a least two such visits per year to maintain their book stock, additional to the current expenditure upon books.

This is a clear political pressure upon the quality of library maintenance in schools. Even more obvious are the cutbacks in library provision which are impoverishing the public service. The 1964 Libraries Act recognizes a duty to provide an efficient and comprehensive service. Our Prime Minister, John Major, in a speech to his own constituents in 1992, declared that "Civilized nations open libraries," yet in 1993 the political dynamics of his government are destroying those dreams. Library provision is being severely cut due to budgetary constrains emanating from government decisions; opening hours are restricted, sixty two percent of libraries now open for less than ten hours per week, whilst the Sheffield Central Children's Library was threatened with closure.[4] The publication of the report "Borrowed Time? The Future of Public Libraries in the United Kingdom" in June 1993, has highlighted the obvious threat and misunderstanding of the library service,[5] yet there are also insidious covert changes which impact upon the quality of provision specifically for children.

As with book shops, the tendency is to move away from the specialist trained children's librarian and to employ general assistants in the children's book area. Change in practice is also affecting book selection. Children's librarians are being pressured to move toward selection from catalogs rather than reading the actual book. The implication is that the reading matter for children is so low profile that it can be recommended without even being seen. Needless to say there is strong resistance from the committed librarians on behalf of the children. Librarians, teachers, and parents speak on behalf of children, and so do academics in developing the specialist subject

area of children's literature. The development of research and theoretical consideration which brings literature for children on a par with that for adults can only be positive. Children's literature should be subject to equal opportunities for study and not debarred on what are otherwise ageist criteria.[6]

Having widely scanned the world of children's literature what becomes so apparent is that ageist criteria are being employed, children are marginalized from knowledge about books which are being written for them. The "Puffin Book Club Newsletter" is the only source of information available for children known at the time of producing this paper, and that, right so, has a specific commercial purpose. As far as I know there is no wide scale source of information produced by children, except for example the annual Smarties Book Prize, and that is aiming towards specific results. Children are the silenced group. The work that Mary Ann Paulin presented at the IASL Conference in Belfast last year, focussed upon producing child critics using the language of adult criticism. Perhaps there are ways in which a critical language for children may b e developed to encompass the stages prior to the more sophisticated critical concepts required by literary analysis--ways in which the child may be politically empowered by being given a voice and an audience.

During the spring of 1992, I carried out a short pilot research study looking at the ways in which children select books, what their knowledges are of books, and what they value and would like. This was designed very much as an investigative venture to look at considerations to underpin a doctoral study which will begin this coming September. The age groups targeted were five to six year olds and ten to eleven year old children within the same primary school. The school already had a formal book review inclusion in their curriculum. For the young children it worked on a five star system referring only to whether the book was appreciated, not why, running on a scale from "Brilliant" down to "Yuck." The results were recorded on a wall chart as paper stars. For the older children the requirement was a written report in a personal review book. The report including a resume of the story and hopefully some opinion on the characters. Neither of the review process involved other children or discussion with the teacher. The use of review techniques which equate to a soliloquy, I suspect, is not very difference in most British schools.

Group discussion (group sizes varied from four to thirty five) focussed initially upon what the children knew about books, what they needed to know, and why, and how that could be encompassed in an effective means of communication pertinent to the age and ability level. Knowledge about books was erratic, and this was a school which has a respected reputation for literacy in the locality. Selection by author was there among the older children, mostly they went for attractive covers and books where they could read the title. *I Like Me* was a popular selection. It was not, however, a popularly acclaimed book following the reading, whereas *Maurice's Mum* was initially rejected because of the difficulty of the word "Maurice," yet it was subsequently very much enjoyed for the inventive nature of the story and the number of good jokes in the text.

The emphasis was initially very much on talking about the books to other children. Confidence and enthusiasm high, we then moved on to the problems of disseminating information about books in a lively and interesting fashion. The traditional book review was not highly regarded as an effective tool; a new approach had to be conceived. The older class of thirty five children read the picture books designed for the younger age group. This in itself was a most enlightening exercise. For example, barriers were broken down, enabling the less able older readers to assume an equal status with their more fluently reading peers. The picture books were appreciated for their subtle qualities which are often recognized by adult readers. The children then decided to make a book review video. Methods of presentation were varied. One group composed a rap complete with original music on a theme of their book. Others read the story to camera, selecting points at which the camera panned in a close up using the text directly whilst others acted parts of the story. The dramatic element developed more fully in other areas where the children assumed comic personas of well known television personalities gathered together to discuss the books. There were agree criteria, that the title and author should be clearly communicated.

Clear communication need not necessarily be dependent upon words. An infant's school teacher is currently working on the book review project. She has four to five year old children in an educationally deprived urban school which also draws upon a

disadvantaged rural area. The young children there are communication their energies and thoughts about the books to other children through pictures. They draw a response. It may be from the text, or allied, using very much their own style. Appropriate words are added in consultation with the child. The review art is then displayed with the book available for children to read. High levels of interest are being generated by these procedures, interest from the children about books and communicating ideas.

Communication is the way to break through the stifling atmosphere of political control. Hopefully, the Book Review Project will establish networks of communication between schools. There are already seven involved in the early research stages. Wider benefits continue to evolve. The teachers are more assured o their selection and literary criteria whilst gaining a more expert knowledge of current publications, for the books reviewed by the children as part of this project are all up to date publications provided by the publishers. Interest levels in the pilot schools are high, children making greater efforts with their reading, seeing an outcome, communication their thoughts and feelings, wanting to use the library for they have an ownership in the ongoing active processes which are affecting their environment. The oppressions of control and ignorance which have been reviewed in the early stages of this paper are being attacked. In conclusion the dream of this dynamic enterprise is knowledge, a democratic approach and giving children their voice in the complex of the world of children's literature, a world they should so freed share with adults.

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History, Dreams and Reality: Storytelling Programs in Malaysia

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Introduction

Malaysia, historically known as the Malay Peninsula lies across the trade route linking China, India, and the Arab countries to the west. For centuries it has been a trading haven for all the various cultures: Chinese, Indian, Arab, British, Dutch, and Portuguese. The neighboring countries, Thailand and Indonesia, have also some cultural linkage with Malaysia.

Ethnically, its eighteen million population is multiracial which comprises the Malays, Chinese, and Indians in Peninsular Malaysia and the Ibans, Kadazans, Dayaks, Bajans, Melanaus, Kenyahs, Kayans, and many other groups in Sabah and Sarawak on the island of Borneo. It is divided into fourteen states and the Malay language is the national language.

This paper describes the history of story-telling in Malaysia particularly pertaining to the Malay storytelling. It will also describe the present day activities for children in libraries with an elaboration on storytelling activities.

Storytelling,a powerful means of providing children and adults with life-enhancing mental images, has been a tradition practiced by most cultures throughout the world. Passed on from one generation to another, the stories freed the imagination and stretched the capacity for such feelings of joy, sorrow, sympathy, and hope. The stories usually have a universal message, especially in their aim to cultivate positive norms in societies. The characters or settings might be different but the plots, themes, and genres are identical.

Historical Background

Malay storytellers, better known as "penglipurlara," have long existed even during the Malay Sultanate. To Understand their function we must first understand that the word "penglipurlara" means a person that makes people happy. Among the earliest documented evidence of the existence of Malay storytellers was in the JMBRAS, dated 17th June, 1886. In his article entitled "Seri Rama a Fairy Tale Told by a Malay Rhapsodist," W. E. Maxwell wrote:

> *Sitting in the balei of a raja or chief, or in the veranda of a private house, when the sun has gone down and the evening meal is over, the storyteller, very likely a man who can neither read nor write, will commence one of the romances of his repertoire, intoning the words in monotonous chant as if he were reading aloud from a book. He has very likely been placed purposely near a doorway leading to the women's apartment, and the laughter and applause of the male audience without is echoed from behind the curtains, where the women of the household sit eagerly listening to the story. The recitation is perhaps prolonged far into the night, and then postponed, to be continued in the succeeding night. There is no hesitation or failure of memory on the part of the bart; he has been at it from his youth up, and has inherited his romances form his father and ancestors, who told them in days gone by to the forefathers of his present audience. A small reward, a hearty welcome, and a good meal await the Malay rhapsodist wherever he goes, and he wanders among Malay villagers as Homer did among the Greek Cities."*

Another well known British scholar, R.O. Winstedt, also wrote about a Malay storyteller in 1908:

> *He started to chant, his voice at first cracked with age and disuse but strengthening as he warmed to his tale. The launch clock had struck the hour of midnight. I*

dozed on the top of my cabin but still his voice rose strong and interested the moonlit bay. For me its tale with its mixture of many superstitions, layer upon layer, possessed indeed a dilettante interest; to him it was what Robins Crusoe *or* Treasure Island *are to a school boy, what the* Odyssey *must have been to a Greek fisherman. Adventure had gone out of this life; his home was poor; his clothes cotton, and his wife old and ugly. But as he recited, he lived in a different wold; princes in the splendor of old world raiment fought battles with magic arts and weapons, rescued lovely maidens in distress, travelled to land in search of adventure, debonair, irresistible, possessedof the secret perpetual youth and passion. Visions of sunlight and sea peeped out of the rude verse; sails filled with the freshening breeze, and youth sat at the prow gay with silks and color and live, whispering honeyed nothing to princesses of the Malay Archipelago."*[1]

From these two statements it is evident that the storytellers during that period of time were greatly appreciated by their audiences. They can charm the listeners till lat night. Although they be illiterate and live in poverty, they handle their stories with pride and love for the art. They usually learned the trade form former storytellers and enjoy doing it or a mere token.

These Malay storytellers, known as "Penglipurlara, were always popular during the Malay Sultanate era until the mid-twentieth century. It was among the most enjoyable forms of entertainment during that time. Apart from performing in the palace for kings and queens and noblemen, they also performed for other audiences which at that time were mostly farmers.

They usually tell these stories in conjunction with a celebration such as weddings, circumcision ceremonies, harvesting seasons, or other calibrations for a fee. Storytelling sessions are usually done at night and last from one to three and sometimes even seven nights in a row.

Being true professionals, there storytellers gave their hearts and souls to the stories they rendered. These stories which are also known as oral traditions have a mixed origin from India, Thailand, and he Middle East. These stories which involve tale-gods, demons, spirits, unusual animals, marvelous creatures such as witches, ogres or fairies, or even conventionalized human characters such as the favorite youngest child or the cruel stepmother.

The story is usually an adventure and love story, such as looking for something magical or a bride. Most of the themes, plots, and characters of the stories are stereotyped, and of course it will always concludes with a happy ending. Among the stories told are popular old Malay folktales.

These storytellers will usually tell their stories using rhyming words interwoven with proverbs, riddles formulistic expressions, and songs thus making it easy for them to remember. Along with the movement of parts of their body especially the hands and the head, musical instruments, such as gongs, rebab (a two-stringed musical instrument), and batil (copper bowl) were also being used to make their presentation more effective and interesting. It is interesting to note that one of the storytellers is known as "Awang Batil" because he uses a batil to create music and also uses masks to depict different characters in the tales.

To employ the services of the storytellers, reservations have to be made. Matters such as token fees, the stories they want to hear, and accommodations will have to be discussed. The venue will also have to prepare a stage, complete with incense and drinking water for the convenience of the storyteller during the show.

It is with regret to mention that this form of storytelling is a dying art. Many individuals and agencies interested in preserving these forms of oral traditions have recorded over six hundred of the stories told. Some of the stories have been published, but it will not be the same as being told orally since the storyteller will usually tell the stories in their own local dialect. The styles of presentation are different from each other. Apart from using their local dialects, some of them chanted and sang their stories and some were using musical instruments such as rebab, violin, rebana, gong, and batil.

Although the era of performing in palaces has long gone, these storytellers are still being appreciated at weddings, during

thanksgiving at harvesting season, and at state fairs. They are still popular among the older generation. Public libraries have invited the storytellers to tell their stories there. Apart from these storytellers, there have also been other kinds of storytelling in the form of the theatrical productions known as:

Bangsawan, theatrical productions of acting, dancing and singing are for all kinds of audiences. They are performed at weddings, at the palaces, or even at fairs and in the countryside. Stories performed are classical stories from the Middle East, India, or Malaysia.

Mak Yong, a dance theater, incorporates the elements of stylized dances, songs, music, and acting. It is said to have originated in Thailand at least four hundred years ago.

Wayang Kulit, shadow play, is said to be the most ancient form of theater in Peninsular Malaysia. The Dalang or puppeteer must memorize the story. The Puppeteer manipulates characters of the different stories and also maintains a dialogue between a wide assortment of characters, male and female, spoken in the characters' voices. They perform for hours with intersess;ions by gongs and drums which are being used to emphasize a scene or to mae it more dramatic.

Jikey includes choral singing, music, and dance drama. This form of theater is popular in the states of Kedah and Perlis which are north of Peninsular Malaysia.

With the advent of modern entertainment such as television, film, and video, these forms of traditional entertainment are slowly declining. Apart from not being able to sustain the interest of the younger generation, involvement in these occupations is also considered as having low social status since the monetary returns are not that lucrative.

During the years there has never been a demarcation between entertainment for children or adults. Penglipurlara, Bangaswan, Mak Yong, or Wayang Julit are entertainments for all walks of life and ages. Apart from its recreational value, it has always been a tool for bonding togetherness and promoting positive attitudes such as respect for the elders, doing good for others, respect and love for the country and nation, and many others which are important elements in any nation building.

Children's Library Services

The children's services programs in libraries correlate highly with library development in the country. The development of public libraries differs from one sate to another. Apart from each state library having a children's department, there are also libraries set up solely to serve children, e.g., the Pustaka Bimbingan Kanak-kanak, Taman Tun Dr. Ismail in Kuala Lumpur, and Child Play Centre in Petaling Jaya, Salangor.

Children's Activities in Libraries

Children are always eager to participate in programs designed for them. Although much work is involved in organizing the activities, librarians all agree that it is a rewarding experience for both the children and the librarian.

Libraries involved with children's activities have always aimed at encouraging the use of the library and its collection. The library staff has always viewed it as a good public relations effort. In addition to providing fun to children as they listed to stories, watched puppets, and participated in art and craft sessions, these activities also aimed to instill creativity and encourage reading among the children. It is also a good method to foster good relationships with parents and other library patrons.

Libraries have long realized that thy have an important role to play in the mental, physical, and social development of children. I conducted a small survey which involved the fourteen main state libraries. I also included the children's department of the National Library of Malaysia and two other children's libraries, i.e., The Pustaka Minbingan Kanak-kanak, Taman Tun Dr. Ismail, and the Child Play Centre.

As can be seen from Figure A, the activities for children are varied and include circulation, storytelling, film/video shows, art and handicraft sessions, games, book talks, clubs, and storytelling competitions. The activities are usually carried out by the library's own staff, sometimes aided by volunteers. It is not surprising that not all activities can be carried out since lack of staff is a common problem for most libraries.

Storytelling Activities

Storytelling has always been viewed as an agent in the promotion of reading and the use of libraries. Since children have always enjoyed it, the library should make it a point to have it regularly. Although storytelling is one of the major activities carried out, survey results shown in Figure B indicate not all libraries are

able to have their storytelling sessions as regularly as once a week. Out of the seventeen libraries only about five have weekly sessions. The others have their sessions, once every fortnight, monthly, one every three weeks, and some are even irregular. This is easily understood since the storytelling session is done in succession with other activities such as video/film shows or others.

This is also due to the fact that in conducting storytelling, a lot preparations have to be done and the library usually does not have enough staff to devote their time doing it, neither can they depend too much on volunteers. It may seem that most libraries do have at least one professional staff involved in storytelling activities or children's activities, but the children's sections usually come under the Circulation Department, and the professionals in this department are not only responsible for children's activities but other activities relating to circulation too.

Although storytelling is agreed to be one of the most favorite attractions, the library sometimes fails to carry it out regularly due to several constraints:

a. Storytelling and other children's activities are usually carried out on Saturday mornings when schools sometimes carry out other school programs (extra curricular activities). This will explain the small number in attendance at some of the libraries. Some libraries choose to do storytelling irregularly. They will only carry it out during the school holidays because it is only during that time they attract a larger crowd.
b. It is regrettable that some parents do feel that storytelling is a waste of time for their children. Some feel that the children should spend their time reading and not listening to stories or singing songs or rhymes.
c. With modern technology, storytelling programs must be really good in order to get the attention of children, so planning and practice take up a lot of time and effort of the library staff.
d. Not all libraries have children's librarian posts. Most of the librarians are also supposed to carry out other professional duties in the library and this does not leave too much time to plan and rehearse for children's activities. Involvement in children's activities does take a lot of preparation time.
e. Not all public libraries have space provision for children's activities. Having story hours means making other arrangements for space.

Despite all these hindrances, the public libraries constantly try very hard to carry out storytelling. The positive reaction of the children and parents present at these sessions gives much encouragement for the staff to continue doing it.

Methods of Storytelling

From the survey I also gathered various methods that have been used in storytelling in Malaysia. They are reading aloud, puppetry, theater, using books as well as the use of transparencies, and flannel charts (As shown in Figure C). Both the professionals and the non-professionals combine their efforts in carrying out storytelling.

The National Library and the Malaysian Library Association, as well as some public libraries, have organized workshops using local and foreign expertise in trying to make storytelling more challenging and interesting for the audience. Occasionally the libraries will also invite storytelling groups from teacher's training colleges, and library schools to give the audience a fresh view of stories. The libraries have also been known to receive foreign storytellers from Japan, Thailand, Germany, Canada, and the United States.

The use of a solo storyteller, puppetry, using books, and reading aloud seem to be the most popular methods employed by the libraries.

Storytelling Contests

It is evident from the survey that storytelling contests seem to be a popular yearly activity for most libraries. Apart from libraries, teacher's training colleges, and other voluntary organizations also organize these contests for the children. These contests are usually carried out with the help of the schools. The schools usually hold the preliminary rounds to select the representative for their schools.

Parents and teachers have always viewed these contests as outlets for their children to be creative, promoting good language development, and building self confidence. It is also a good form of recreation for the participants and audiences. The participants are judged on their style of presentation,

language, choice of story, and props used.

Professional Storytelling Groups

Apart from storytelling groups in libraries, a new breed of professional storytelling group seems to have sprung up during the eighties. Some were formed for commercial purposes, i.e., to perform at private birthday parties or other engagements, but there are also groups being set up by non-profit agencies to perform for children just for the love of it. Those groups believe in storytelling for the promotion of reading and a good form of leisure for children. As an example, groups from the Deqan Bahasa dan Pustaka (National Library Agency), popularly known as "Si Nuri" (the mascot is a bird) perform in public and schools with the aim of promoting reading.

To conclude, I would like to describe children's activities with emphasis on storytelling of three libraries in Malaysia to show how a typical children's library program is carried out in Malaysia.

Pustaka Bimbingan Kanak-kanak, Taman Tun Dr. Ismail, Kuala Lumpur

This library is situated at one of the housing estates in the city of Kuala Lumpur. Due to its strategic locality it does not have to publicize its activities to attract children.

Weekly activities especially on Saturdays and Sundays such as games, art and craft classes, and storytelling are carried out. Methods of storytelling such as reading aloud and puppetry are applied here. It is very fortunate that the librarian and the staff here are specially assigned to this children's library so much of their time and efforts are being channeled into these activities.

The library personnel also have their own puppet group which not only performs at their own library but occasionally travels to other libraries and other places such as school and hospitals to entertain and promote reading.

The children enjoy the services of the library which is open from Tuesday to Sunday. The staff has to sacrifice their Sunday holidays so that they can have the activities with the children since activities on Saturdays sometime do not get the support because there are also concurrent school activities.

Perbadanan Perpustakaan Awam Negeri Sembilan

Situated about seventy kilometers from the city of Kuala Lumpur and in the state called Negeri Sembilan, the library has been very successful in promoting library services for children. In March 1990 the library launched a club for children under the age of fourteen known as "Kelab Adikku." This club is under the patronage of the wife of the Chief Minister of the state. Currently more than seven hundred children from all over the state have registered as members. They carry out their activities on Saturdays from 10:00 am to 12:00 noon and from 2:30 pm to 4:30 pm.

The personnel of the library also carry out their activities using volunteers, especially students from institutions of higher learning who enjoy doing activities for children. In addition to the normal routine sessions of art and craft, storytelling, songs, quizzes, and visits, the children in the club also receive coaching in theater, singing, and dancing. Occasionally, they have been invited to perform at functions for children and adults.

The club also has a radio show every Sunday from 2:00 pm to 3:00 pm which is being broadcast throughout the state. To keep the members informed the club also publishes a monthly magazine called *Berita Adikku* since its members are from all over the state and some only hear about them through the radio show. This monthly magazine is filled with articles of general knowledge, short stories, comic strips, quizzes, and crossword puzzles which most of the members enjoy.

National Library of Malaysia. Children's Department

Puppetry, storytelling, drama, shadow plays, music, choral singing, arts and crafts, folk dancing, pantomimes, and physical and vocal exercises are some of the experiences provided to children at the National Library. Since 1981 they have been actively involved in children's theater. There objective in setting up the children's theater were:

i. to introduce children to the world of literature,
ii. to instill reading habits,
iii. to entertain and develop children's imagination and their communicative abilities, and
iv. to introduce the library as a center of recreation and leisure.

The children meet every Saturday and Sunday. The stories used in the theater production are from books in the library, thus it serves as an effective means of introducing children to reading and literature. Apart from

performing in the library they also perform at national book fairs, Children's Day celebrations, and even on radio and television programs.

The activities were discontinued in 1992 since the National Library was at the stage of moving into their new permanent building. Now they are starting to reorganize their activities again.

Conclusion

Storytelling as a form of activity for children has its unique way of consoling, healing,and reviving the child for words and pictures to express what he or she perceived. Many believe storytelling which as been a practice from one generation to another will never lose its magical power in touching the hearts of the young and old. Every child knows that the stories are dreams or "make believes." But it is just natural for children to take time out from the real world.

In reality we have to face the fact that storytelling activities are facing challenges from the present-day high technological world. Today many parents are concerned that children are immersed in an overtly visual world of television, computers, and video arcades. In reality too, the library is facing the challenge in making storytelling captivating for the younger generation.

Despite the lack of staff, budget and many other constraints, libraries especially the public libraries are working diligently to carry on storytelling activities. Initiatives have always been taken by the libraries to ensure the children will not be deprived of the opportunity to listen to stories. However, sophisticated the world turns out to be, children will always remain as children. They just love listening to stories especially if the teller is good.

Puppets, drama, television, and video-discs are among the methods used everywhere by storytellers today in reaching their audience. Both children and adults enjoy them. It may just be a change of format or style as evidenced in Malaysia. From Penglipurlara" to modern storytelling or children's theater, the audience will still be children or what we can call adults who are children at heart. The motive will always be the same, to entertain and to educate the audience.

Be it new words or new experiences for them, stories they have heard will always echo in there memories as one of the most enjoyable moments in their lives.

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Appendix 1

Name of "Penglipur Lara" (Storyteller)
According to Origin of State

Name	Area (State Country)	Method of Presentation of Stories	Musical Instrument Used
Tank Salampit	Kelantan Perlis	Songs, Chanting, Normal storytelling	Rebab (a two-stringed musical instrument
Selampit	Perlis	Chanting, Poems, Normal storytelling	Batil (copper bowl)
Jubang	Kedah	Songs, Chanting	
Ahli cerita	Pahang Terengganu	Songs, or Chanting	Begbana (Tambourine)
Kaba	Selangor	Chanting	Violin or Rebab

FIGURE A

LIBRARIES	ACTIVITIES												
	CIRCULATION	REFERENCE	STORYTELLING	VIDEO/FILM SHOW	HANDICRAFT	ART	LIB. PROMOTION	GAMES	DISPLAY	MOBILE	BOOK TALK	CLUBS	STORYTELLING COMPETITION
1. PERBADANAN PERPUSTAKAAN AWAM JOHOR	/		/			/							/
2. PERBADANAN PERPUSTAKAAN AWAM KEDAH	/	/	/	/	/	/		/	/	/			/
3. PERBADANAN PERPUSTAKAAN AWAM KELANTAN	/	/	/	/	/		/	/		/	/		
4. PERBADANAN PERPUSTAKAAN AWAM MELAKA	/	/	/			/		/		/			/
5. PERBADANAN PERPUSTAKAAN AWAM NEGERI SEMBILAN	/	/	/	/	/		/	/	/	/	/	/	/
6. PERBADANAN PERPUSTAKAAN AWAM PAHANG (NOT AVAILA.)													
7. PERBADANAN PERPUSTAKAAN AWAM PULAU PINANG	/	/	/	/	/			/	/	/			/
8. PERBADANAN PERPUSTAKAAN AWAM PERAK	/	/	/	/			/	/	/	/	/		/
9. PERBADANAN PERPUSTAKAAN AWAM PERLIS	/	/	/	/	/	/	/	/	/	/	/	/	/
10. SABAH STATE LIBRARY	/	/	/	/	/				/	/			/
11. PERBADANAN PERPUSTAKAAN AWAM SARAWAK		/								/			/
12. PERBADANAN PERPUSTAKAAN AWAM SELANGOR	/	/	/	/	/	/	/	/	/	/		/	/
13. PERBADANAN PERPUSTAKAAN AWAM TERENGGANU	/	/	/	/	/	/		/	/	/	/	/	
14. PUSTAKA PERINGATAN KUALA LUMPUR	/	/	/	/	/	/	/	/	/				/
15. NATIONAL LIBRARY OF MALAYSIA (KUALA LUMPUR)	/	/	/	/	/	/	/	/	/	/		/	/
16. TAMAN BIMBINGAN KANAK-KANAK	/	/	/	/	/	/		/	/	/		/	/
17. CHILD PLAY CENTRE	/		/		/	/	/	/			/		

FIGURE B

LIBRARIES	ACTIVITIES					
	PROFESSIONAL STAFF INVOLVED	NON-PROFESSIONAL STAFF INVOLVED	FREQUENCY OF STORYTELLING ACTIVITIES	ATTENDANCE DURING STORYTELLING	STORYTELLING COMPETITION	FREQUENCY
1. PERBADANAN PERPUSTAKAAN AWAM JOHOR	1	2	Irregular	35 >	/	Once a year
2. PERBADANAN PERPUSTAKAAN AWAM KEDAH	1	2	once every 3 weeks	35 - 50	/	twice a year
3. PERBADANAN PERPUSTAKAAN AWAM KELANTAN	1	4	monthly	50		
4. PERBADANAN PERPUSTAKAAN AWAM MELAKA	1	3	irregular	50 - 100	/	Irregular
5. PERBADANAN PERPUSTAKAAN AWAM NEGERI SEMBILAN	1	2	irregular	50 >	/	twice a year
6. PERBADANAN PERPUSTAKAAN AWAM PAHANG (NOT AVAILA.)						
7. PERBADANAN PERPUSTAKAAN AWAM PULAU PINANG	1		fortnightly	15 - 20	/	once a year
8. PERBADANAN PERPUSTAKAAN AWAM PERAK	2	14	once every 2 months	50	/	once a year
9. PERBADANAN PERPUSTAKAAN AWAM PERLIS	1	2	irregular	50 - 70	/	once a year
10. SABAH STATE LIBRARY	1	16	weekly	30 - 45	/	once a year
11. PERPUSTAKAAN AWAM SARAWAK		5	irregular	100 >	/	once a year
12. PERBADANAN PERPUSTAKAAN AWAM SELANGOR	1	2	weekly	50 >	/	once a year
13. PERBADANAN PERPUSTAKAAN AWAM TERENGGANU		2	weekly	30 - 100		
14. PUSTAKA PERINGATAN KUALA LUMPUR	1	1	monthly	30 - 100	/	irregular
15. NATIONAL LIBRARY OF MALAYSIA (KUALA LUMPUR)	2	4	weekly	50 - 60	/	once a year
16. PUSTAKA BIMBINGAN KANAK-KANAK	1	13	weekly	100 - 200	/	irregular
17. CHILD PLAY CENTRE	volunteers		once in 3 weeks	20 - 40	/	once a year

FIGURE C

LIBRARIES	METHODS USE IN STORYTELLING							
	READING ALOUD	PUPPETRY	THEATRE	SINGLE STORY TELLER	USING BOOKS	TRANSPARENCIES	FLANNEL CHARTS	OTHERS
1. PERBADANAN PERPUSTAKAAN AWAM JOHOR				/	/	/		
2. PERBADANAN PERPUSTAKAAN AWAM KEDAH	/	/	/	/	/			
3. PERBADANAN PERPUSTAKAAN AWAM KELANTAN	/		/	/	/	/		
4. PERBADANAN PERPUSTAKAAN AWAM MELAKA	/	/		/	/	/		
5. PERBADANAN PERPUSTAKAAN AWAM NEGERI SEMBILAN	/	/	/	/	/			
6. PERBADANAN PERPUSTAKAAN AWAM PAHANG (NOT AVAILA.)								
7. PERBADANAN PERPUSTAKAAN AWAM PULAU PINANG	/	/		/	/			
8. PERBADANAN PERPUSTAKAAN AWAM PERAK	/	/	/	/	/			
9. PERBADANAN PERPUSTAKAAN AWAM PERLIS	/	/	/	/	/			
10. SABAH STATE LIBRARY	/		/	/	/	/		
11. PERPUSTAKAAN AWAM SARAWAK			/	/	/			
12. PERBADANAN PERPUSTAKAAN AWAM SELANGOR	/	/	/	/	/	/		
13. PERBADANAN PERPUSTAKAAN AWAM TERENGGANU	/	/	/	/	/	/	/	Filmstrips
14. PUSTAKA PERINGATAN KUALA LUMPUR	/	/	/	/	/			
15. NATIONAL LIBRARY OF MALAYSIA (KUALA LUMPUR)	/	/	/	/	/	/		
16. PUSTAKA BIMBINGAN KANAK-KANAK	/	/	/	/	/			
17. CHILD PLAY CENTRE	/	/	/	/	/			

Training School Librarians for the Nigerian School System: A New Perspective

by
David F. Elaturoti

Introduction

It gives me pleasure to share thoughts on new perspectives in developing training programs for school librarians in the Nigerian school system at this international conference of school librarians. As some of us are now aware, the 24th Annual Conference of IASL will be held at Abuja, Nigeria in 1995. I will therefore like to use this forum to give some background information on Nigeria for the benefit of those who may not be conversant with the details of the country.

The Federal Republic of Nigeria is the largest single African country occupying an area of 923,768 square kilometers (356,669 square miles) and having a population of 88.5 million. Nigeria lies between latitudes 4° and 14° north of the equator and longitudes 3° and 14° east of the Greenwich Meridian. Thus, it is entirely within the tropical zone. It's climate varies from the tropical at the coast to sub-tropical further inland. There are two well-marked seasons, the rainy season lasting from April to October and the dry season from November to March. Maximum temperature in the coastal areas of the south is 37° celcius while the absolute minimum temperature is 10° celcius. The climate is drier further north with maximum temperature of 45° celcius. The Federal Republic of Nigeria consists of thirty states. The seat of the Federal Government is at Abuja. The educational system was predominantly British oriented and the official language both of instruction and government business is English. The provision of primary and secondary education is a shared responsibility between the states and the federal government. The country adopts the 6-3-3-4 education system which provides for six years of primary education, three years of junior and three years of senior secondary and four years in the university. Education is now compulsory for the child to the junior secondary school level. Tuition is free in all primary schools, most post-primary and tertiary institutions. The move in the education sector is to make education free at all levels.

Education recorded a phenomenal growth in Nigeria in the 1970s not only in terms of increase in the number of institutions and student enrollment but also with reference to its geographical spread into all parts of the Federation. The available statistics on education shows that there are 34,904 primary schools with an enrollment of 12,721,087 pupils, 5,868 secondary schools with students' population of 2,723,791, and 81 special education institutions with 10,000 disabled children. There are also 249 Grade II Teachers' Colleges with 220,472 students, 241 Technical/Vocational centers with 117,852 students, 21 polytechnics with 60,533 students, 48 Colleges of Education training teachers for the National Certificate of Education having a total of 58,335 students and 32 Universities with over 160,767 students.

The emphasis on education has shifted from the liberal arts to science and technology. The objective of the change in emphasis is to enable the nation to meet its manpower requirements in various areas of social, economic, and political growth as well as development and modernization to which it aspires. This was one of the fundamental facts that informed the adoption of the 6-3-3-4 system in the National Education policy which emphasis is on guiding students to enable them to choose the career for which each individual is best suited early in life, based on the students' demonstrated aptitude and potential after the first nine years of continuous education assessment.

School Libraries in Nigeria

The various education laws in Nigeria are silent about the provision of school libraries. This prompted the Nigerian School Library Association to prepare the Guidelines for Nigerian Legislation for School Libraries/Media Resource Centers in 1978, copies of which were submitted to the Federal and State Ministries of Education. The importance of the provision of school library media centers in Nigerian schools for the effective implementation of the education program of the school has been stressed many times by Nigerian educators. The National Policy on Education which came into force in the 1980s recognized the important role of the

school library media center in the education program of the school and recommended that all primary and secondary schools, as well as teachers' colleges, be planned with library media resource centers funded jointly by both Federal and State Governments.

Like many other countries, Nigeria experienced a period of economic growth and relative prosperity during the mid to late 1970s, the "oil boom" years, but this period was followed by the hard times of the 1980s with the attendant cutbacks in staff and funding slowing down school library development. But the boom of the 1970s resulted in only modest gains for school libraries. there are probably several reasons for this. First, available funds went into a rapid expansion of education at all levels, most dramatically the introduction of Universal Primary Education (UPE) in 1976. Funds that could have been used to develop school library services were expended on crash programs to provide classrooms and teachers for the increasing primary school population. A second reason is perhaps that there was insufficient demand for school libraries either because of lack of library awareness or because the educational system being practiced, the "chalk and talk: system, rendered them superfluous.

Recognition and Legislation

There has been increased recognition of the importance of libraries in education on the part of government. The National Policy on Education (1981) makes reference to school libraries as one of the most important educational service and acknowledges the need to supply materials and train staff for school libraries. Government has participated in studies and organized workshops to further the development of school library services, most recently in primary schools. Currently the World Bank Assisted Primary Education Project includes the development of libraries in primary schools. Workshops are being organized to train teacher-librarians for primary school libraries. The Local Governments are being directed to build zonal school libraries, at least one in each Local Government to provide library services to schools. The books and other learning resources for the primary school libraries are being evaluated, selected, and purchased by the Federal Ministry of Education under the World Bank Assisted Primary Education Project. At the secondary schools' level, both the federal and state governments are giving support to school library development.

Recognition of school libraries has also been achieved through the programs of the Nigerian School Library Association which include organizing workshops, conferences, and publishing professional literature. The Association has succeeded in providing a national forum and stimulating interest in organizing school libraries in various states. Attempts have been made to develop standards appropriate for Nigerian schools. Notable efforts by library professionals to publish standards for school libraries include Obi's *Manual for School Libraries on Small Budgets* (O.U.P. 1977), Ogunsheye's *Manual for Nigerian School Libraries* (Abadina Media Resource Centre 1978), and Elaturoti's *Developing a School Library Media Centre* (Onibonoje 1990). The Federal Ministry of Education (1992) published *Minimum Standards for School Libraries in Nigeria*.

Teacher-Librarians in Nigerian School System

In the Nigerian school system, teacher-librarians are qualified teachers who possess in addition to their teaching qualification any of the following: a degree, diploma, or certificate in librarianship or credits in librarianship courses. They are basically teachers who in addition to their teaching load, run a school library without additional remuneration to their salary. In recognition of the additional workload of organizing and running the school library program, they carry less teaching load than other teachers where feasible. The teacher-librarians are involved in teaching other subjects in the school curriculum. In schools where there are shortages of teachers, the teacher-librarians carry a full load of teaching leaving no time for the library work. The majority of the teacher-librarians do not have professional qualifications in librarianship.

Elaturoti (1982) reported that there was only one qualified teacher-librarian with ALA and a teaching qualification in the 293 secondary schools surveyed in the former Western State of Nigeria. Fourteen other teacher-librarians had librarianship knowledge through workshops. The remaining schools had no qualified teacher-librarians. Other studies by Bolodeoku (1979(and Opeke (1980) reported similar findings.

Training of Teacher-Librarians for Nigerian School System

Hitherto there has been no recognized training program for teacher-librarians by the government for the purpose of employment in public schools. The post of the teacher-librarian as earlier mentioned, has not attracted any additional remuneration. The bulk of the existing teacher-librarians in the school system have been trained through short inservice courses and workshops offered by the Abadina Media Resource Center, The States; School Library Association, Federal Ministry of Education, State Library Boards, and Teachers Resource Center, Jos. More recently, some universities and colleges of education have introduced programs to produce teacher-librarians for Nigerian school systems. Ajibero (1991) listed sic university library schools that offer specialization in school librarianship but remarked that not all the library schools have good programs for the training of teacher-librarians as the courses offered centered on the role of school libraries in the curricula and the need to encourage youth to use the library resources effectively. He concluded that far more concerted and well articulated programs need to be introduced in Nigerian library schools in order to produce teacher-librarians that would meet the challenges of the National Policy on Education.

Some colleges of education up till 1991 offered courses in librarianship as one of the three subjects studied for the Nigerian Certificate of Education (NCE), a three year post-secondary teachers certificate. Other subjects offered with librarianship are education and a teaching subject. The graduates of the program are to be employed in primary or secondary schools as teacher-librarians. This program is considered a right step toward providing adequate qualified school librarians for Nigerian schools. Contrary to expectations the program was phased out by the national council on Education in 1991 on the ground that librarianship is not a teaching subject in schools. Efforts being made to restore the program have not been successful. However a few librarianship courses have been integrated into the general studies program to equip the students with the knowledge of organization and use of library resources. The phasing out of librarianship as a subject for the NCE program has brought some set back to efforts to provide qualified teacher-librarians for the Nigerian school system.

There has been a problem of retention of qualified teacher-librarians in the job for a reasonable length of time in the schools for several reasons. The post is not a remunerative one as other duty posts in the school and therefore there is no incentive to keep them on the job. Second, for lack of subject teachers in schools particularly in the secondary schools, the teacher-librarians are usually assigned subjects to teach in the school without any reduction in their teaching load. Third, the teacher-librarians, when promoted to higher posts, find it difficult to combine library work with their new assignments. Frequent transfer of teachers has also deprived some schools of the services of dedicated and qualified teacher-librarians.

The lack of continuity in the service of the teacher-librarians in Nigeria school system has affected adversely the development of school libraries in Nigerian schools and the growth of the professional association of school librarians. The efforts made to get the government to recognize the position of teacher-librarian for appointment and remuneration has not yielded the desired results due to lack of qualified teacher-librarians in the school system.

The Nigerian School Library Association in realization of the obstacles to school library development in the Nigerian schools has resolved to work toward the professionalization of the position of teacher-librarian in schools. The achievement of this objective would facilitate the government recognition of the position for remuneration and improved career prospects and could help to keep the school librarians on their job in the schools. The Association has also proposed to substitute the designation "school librarians" for teacher-librarians for all qualified school librarians. It is also our expectation that the designation "school librarians" when adopted would make the school heads more conscious that the primary assignment of the school librarian is to develop and run an effective school media program in support of the education program of the school.

Proposed Curriculum for Training School Librarians for Nigerian School System

The proposed program by the Nigerian School Library Association for the training of school librarians takes into consideration the librarianship qualifications that are equivalent to the minimum teaching qualifications approved by the government for the primary and post-primary institutions in Nigeria.

The Diploma in Librarianship is being proposed as minimum qualification for school

librarians in primary schools. The Diploma is an equivalent of the Nigerian Certificate of Education, the minimum qualification prescribed for teachers in the nation's primary schools.

The Bachelor of Library Science is the minimum librarianship qualification proposed for the secondary schools. For teachers who want to train as school librarians after the Bachelor's degrees in a teaching subject, the Master of Library Science has been proposed for such teachers. The rationale for proposing these qualifications for school librarians is that they should have equal status with other teachers in the school to be able to relate to the teachers as members of faculty in the discharge of their duties as the media resource specialist in the school setting.

The courses for that program were designed in collaboration with the heads of the library schools in Nigerian universities. Three areas of competencies are identified for inclusion in the course program: Librarianship, education and teaching subject in the sciences, humanities or social sciences. The librarianship courses were selected from the existing courses offered in the library schools with some new additions. The education courses were selected from the existing courses in the departments of education in the Nigerian universities that are relevant to the needs of school librarians with or without education background. For the various programs the following courses are proposed:

Two-Year Diploma in Library Science for School Librarians

Librarianship Courses (Compulsory)
Libraries and society
Library resources
Cataloguing and classification
Library routines-Technical and readers services
Library work with children and young adults
School and education libraries
Compilation of bibliography
Library practice

Librarianship Courses (Required)
AV resources management
Subject information sources in science, social sciences and humanities
Library methods in education (Primary Schools)

Librarianship Coursed (Elective)
Long Essay: Submission of a paper based on observation during library practice

Education Courses (Compulsory)
Psychological foundations of education
Introduction to the history and policy on education
Psychology of learning
Educational psychology

Education Courses (Required)
Sociological and philosophical foundations of education
Principles and practice of education

Teaching Subject

The candidate will be offered one teaching subject in related departments in the university which would be studied for two years.

Bachelor of Library Science for School Librarians

The course will be a four-year degree program. The candidates would be offered courses in librarianship, education and one teaching subject in either the humanities, social sciences, or sciences. The courses offered are listed as follows:

Librarianship Courses (Compulsory)
Society development and libraries
Learning resources in education
Reference sources and user services
Cataloguing and classification
Collection development
Administration of school libraries
Computers in libraries and education
Library practice
Library survey

Librarianship Courses (Required)
Technical routine processes
Literature and library services to children and young adults
Bibliographies
Media technology
Indexing and abstracting
Interlibrary loan and cooperation

Librarianship Courses (Elective)
The handicapped and library services

Education Courses (Compulsory)
Psychology of learning
General principles of curriculum and instruction

Sociology of education

Education Courses (Required)
Introduction to the history and policy of education
Sociological and philosophical foundations of education
Psychological foundations of education
Introduction to special education
History and policy of education in Nigeria

Teaching Subject

The candidate would be offered at least one teaching subject in either the humanities, social sciences, or sciences in other departments to study for four years.

The Master of Library Science for School Librarians

The candidates for the master's program will be offered courses in librarianship and education only. The subjects studied for the bachelor's degree would be sufficient for required subject background. The candidates would be offered more courses in library science to give them the professional competence.

Librarianship Courses (Compulsory)
Collection development
Cataloguing and classification
Automation in libraries, archives and information centers
Administration of school library media center
Reference sources and user services
Working with children and young adults
Independent study (project)
Practical work in libraries

Librarianship Courses (Required)
History of archives, libraries and information systems
Subject information sources
Indexing and abstracting
Audio visual resources

Education Courses (Compulsory)
Philosophy of education
Psychology of learning
Principles of curriculum design

Education Courses (Required)
Research methods in education

The admission of students to these programs would give preference to candidates with teaching qualifications. In the selection of the courses we have been guided by the reports of the following bodies: United Kingdom's Library and Information Services Council's Working Party on School Library Services (1984), IFLA (1985), and Canadian School Library Association (1985 & 1989). The reports indicate the areas of competence on which training is to be given as education, librarianship, and management. For the training program being proposed for Nigeria, management will be part of the librarianship courses. Provision is made for a teaching subject to be offered in other departments. The school librarian needs the teaching subject for equal academic status with other teachers. The knowledge of a teaching subject would help them in collection development and reference services to users.

Effort is now being made to organize a national conference on the training programs later this year. Participants at the conference would include: Library educators, librarians, officials of the federal and state ministries of education, the National Librarian, Nigerian Library Association, officials of the teaching service commissions, national university commission, representatives of the Nigeria Union of Teachers, Conference of Principals of secondary schools and headmasters of primary schools, school librarians, and other interested bodies.

The conference would examine and deliberate on the course content of the training programs to determine their relevance and adequacy and to make recommendations to the appropriate organ of government for their adoption for training school librarians for the Nigerian school system. It is our hope that the Nigerian School Library Association would receive the needed support from the related sectors in education to make the proposal a reality.

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Prospectus of Departments of Library Science of Nigerian Universities.

Managing Media Centers in Secondary Schools

by
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Introduction

Up to now relatively little has been written and published about managing media centers in schools. It is not quite clear why this should be so. Books dealing with media centers in general, usually include a brief discussion of the topic. What is found, however, is that most publications focus on the use of media in education, information skills, information retrieval and the selection of media with collection development in mind. These topics cover the two fields of expertise of the media teacher, namely education and library and information science. It seems as if management has been overlooked. Is the reason for this that the principal of the school is regarded as the manager of the school and that the media center is just a part of the school? (herring 1988:22). However, being in charge of the media center the media teacher must be regarded as a manager as well (Prostano & Prostano 1987:43). It is therefore desirable that attention should be paid to the management of the media center.

A second issue that is even more striking than the first, is the acceptance of the media center as a *sine qua non* for effective education and therefore part of every school. Authors comparing school media services of various countries, regions, or education departments, usually take this as their point of departure. They will compare two different systems after which certain conclusions are reached, without paying attention to the educational philosophy and policy that the edu-cation authorities have with regard to the role of media centers in education. This educational philosophy and policy is the cornerstone on which media centers are developed and utilized. Only systems where this cornerstone is present, can be juxta-positioned. Readers are given the wrong impression when comparisons are made as it is taken for granted that both systems are based on this important cornerstone and that the two systems are therefore comparable. These publications and articles focus on the role of the media teacher in curriculum development, the size and retrieval of the media collection, the physical facilities, curricular media used and the acceptance of the media teacher as part of the teaching team.

The Responsibility for Media Services

If the education authorities accept the media center as an indispensable and inseparable part of every school, and it has an educational philosophy and policy to this effect (*The Media Center* 1988:2), then attention can be paid to the question of who should take responsibility for media services. The answer to this question is, in fact, very simple. The responsibility lies with the education authority. The education authority can make certain arrangements to carry of this responsibility. These arrangements go hand in hand with the management of media centers.

Usually two levels of management can be distinguished as far as the management of media centers are concerned, namely the macro and the micro management levels.

Macro Management Level

The education authority functions on the macro management level. Due to the fact that media services are specialized services, education authorities delegate this function to an organization which can take responsibility for it on behalf of the education authority. In this paper attention will be paid to two possible organizations which can provide school media services: first, the education media service as an ancillary service of the education department, and second, an organization outside the organizational structure of the education department.

The Education Media Service

Ancillary services functioning in the organizational structure of the education department, usually have an educational basis, because the functions of an education department are education and teaching. The primary function of an education media service as an ancillary service is therefore directed toward rendering a service to education.

The service rendered by an education media service can be divided into three main categories:

The Departmental Library

The departmental library is a special library that is concerned with the information needs of the officials, both professional and administrative, of the education department including all the teachers of that particular education department. Media teachers can therefore request professional literature from the departmental library to keep track of the latest developments in their field of interest. As the departmental library is a professional library and information service, it is just natural that it find a home within the organizational structure of the education media service.

Advisory Services

Media advisors possessing a teaching qualification and experience, together with either a qualification in library and information science or education technology, provide a very important service within the education media service. Media advisors visit schools on a regular basis to give guidance to the media teacher specifically, and to the principal and subject teachers in general. Qualified media advisors are in a position to give guidance on library matters as well as on media user education, and curricular and extra-curricular media use. Because they are, just as in the case of media teachers, in possession of a teaching qualification they are accepted by the principal and subject teachers as media specialists and consequently close cooperation exists between them. Naturally, their guidance to the media teacher includes advice on matters relating to the management of the media center. The media advisors operate on the macro management level and are not involved in the day to day management of the media center at the school. That is the function of the media teacher.

Professional and Technical Services

The education media service renders important professional and technical services on the macro management level. This organization is responsible for the planning and provision of physical facilities. This is done according to certain guidelines laid down by the education department as the mother organization. Professional guidelines are usually formulated by the education media service and then approved by the education department.

Professional services of the education media service include the provision of annotated buying lists of selected and recommended media. Items from these may be selected and ordered by media teachers for collection development. It must be borne in mind that many rural schools are situated far away from booksellers in the cities and are not in a position to visit the booksellers personally. The provision and availability of lists of recommended, graded media constitutes a valuable service to the media teachers. As part of this service, media are classified by professional librarians at the education media service to further ease the task of the media teacher.

Besides these services the education media service may provide complete sets of catalog cartds for the media included in the lists.

The education media service may sometimes purchase media and supply certain items to each school.

Ancillary Service Outside the Education Department

When the education department delegates its responsibility for media services to schools to an organization outside the organizational structure of the education department. It is usually to the organization that is involved with public library services. This often results in the establishment of combined school/community libraries situated at schools. Otherwise separate school and public libraries are found. Various examples of these two models exist all over the world.

It is not always clear whether there are people in this type of system who do work similar to that of the media advisors in the education media service. If so, it is important to know whether these people possess a teaching qualification and have teaching experience, as the primary function of the media center is

curricular media use which includes media user education. These are pedagogical functions. A media center which is a model in all respects, but is not used satisfactorily for curricular purposes, should have its right to existence questioned. In addition, one could ask whether the guidance provided on the macro management level, as well as the management of the media center, are pedagogically sound.

Micro Management Level

On the micro management level one finds the media teacher is in charge of the media center. The media teachers are the managers of the media centers. They are responsible for the execution of the functions of management on the micro management level. The training of the media teacher must, therefore, make provision for the execution of the functions of management. In those cases where media advisors operate on the macro management level, media teachers receive guidance from them on the management of media centers.

Often media teachers experience difficulties with the execution of their management functions. The ideal is for the media teachers to hold a senior position on the staff of the school. This will ease their task as managers because they can act with the authority that flows from their senior position. In education systems where the emphasis is on examinations, one finds that the senior positions are held by subject teachers who teach final courses. Unfortunately, too often the media teachers are junior and inexperienced teachers. The result of this situation is that they cannot act with authority in a meeting with experienced and senior subject teachers. That contributes toward a high staff turnover in the post of the media teacher, which in turn has a negative effect on the management of the media center. Continuity is of vital importance for successful management.

It is desirable to appoint a media committee to avoid and solve problems with regard to the management of the media center and poor curricular media use. From a certain perspective it can be argued that the media committee is operating on the meso management level, that means on a level between the macro and micro management level. The media committee comprises the principal of the school, who acts as chairman and the media teacher who acts as the secretary. Other members of the media committee should be the senior subject teachers, sometimes known as heads of department. Other members of the staff who are involved in extracurricular activities can also be co-opted. The primary function of such a media committee is to plan and promote curricular media use. The value of the media committee lies in the involvement of senior subject teachers in the media centers ' services. A by product of this greater involvement is closer cooperation between the subject teachers and the media teacher, an awareness of the management problems experienced by the media teacher, and an awareness of the gaps in the media collection. The media committee can make a contribution toward the elimination of these gaps.

Managing Media Centers in South Africa

Since unification in 1910, South Africa has enjoyed a stable education system. At the moment there are fourteen different education departments besides the four in the independent homelands of Transkei, Bophuthatswana, Venda, and Ciskei. Some critics describe these fourteen different education departments as fourteen different education systems. Others regard them as fourteen subsystems of the South African edication system due to the extent of their similarities.

With so many education departments, some differences obviously are noticeable. Some departments have an education media service and well-developed school media centers. In other departments, school media services are poorly developed, while in yet others school media services are almost non-existent. The situation depends very much on the educational philosophy and policy of the different education departments with regard to the role of media centers in education.

During the past decade, and more specifically since the beginning of 1990, South Africa has experienced dramatic changes. Primarily these changes are taking place in the political arena, but they have consequences for the arenas as well. Strong political pressure has been exercised to bring about the establishment of a single education department.

In the process of bringing about a single education department in South Africa, various far-reaching changes have already taken place in the education departments for white children. In the past only government and private schools existed, but since 1992 a third category, state-aided schools has been added. State and state-aided schools are now open to everyone while private schools have their own entrance re-

quirements. Prior to these changes state schools received substantial funds for the development of media centers. Since August 1992 when the new education dispensation for white children came into being, no more funds have been granted to schools for the development of media centers. At the moment it is not clear whether new state schools to be built will be provided with the physical facilities for media centers. A single education department for the whole of south Africa will be established on April 1, 1994, it is also not yet clear whether funds for media centers will be made available again after that date. It is, however, of vital importance that the education authority **must** explicitly formulate in its education policy the role it expects the media center to play with regard to teaching and learning. There should be a statement on the philosophy, aims, and objectives of the media center in its schools. If the media center's role is not explicitly formulated in the country's educational policy it will not figure in the curricula or examinations of the education system.

Managing Media Centers in the Future

As great uncertainty about the future of school media services in South Africa prevails at the moment, it is obvious that careful consideration is now being given to possible models that might be implemented.

One possible model is the combined school/community libtraries that are well known in South Australia. An alternative model is that of community libraries functioning primarily as public libraries, which can also be utilized by the pupils of the surrounding schools. These schools will not have their own school library or media center.

There are definitely other models worth considering as well. The fact of the matter is that if the education authority relinquishes its responsibility for media centers on the macro management level, a new body will have to fill the gap if the media center is to continue to exist. If it is the educational philosophy of the new education authority that media centers have no role to play in the new education system, then media centers in the state schools will become redundant. As far as state-aided and rpivate schools are concerned, it will lie in the hands of their individual management boards to formulate their educational philosophy and policy with regard to the role of the media center.

One possible model that needs to be considered is the continued existence of the present media center at a school. At present each school has a management board chosen democratically from the parent community. The principal and his deputy also serve on the board. The management board is involved in the general management of the school.

The instigation of a new body, the management committee, will be necessary to look after the media center specifically. The management board can ask the management committee to submit a draft of their policy with regard to the role of the media center in the particular school for consideration and approval.

The management committee should consist of at least one representative of the management board, the principal and/or the deputy principal, the media teacher, one representative of the media committee (which will constitute a subcommittee of the management committee), two or more members from the community (preferably chosen from people qualified as librarians and people involved in the training of librarians and more specifically media teachers, as well as people from the business community).

It will be the task of the management committee to take over the responsibility of the education media service on the macro management level if the education authority relinquishes its responsibility. If the management board of a particular school decides that a media center at the school is unnecessary, then a management committee for the media center will probably also be unncecessary, except if such a committee were to take up the challenge to persuade the management board to change its mind.

The management committee can appoint various subcommittees. Reference has already been made of the media committee which is responsible for planning and promoting curricular media use. Other subcommittees could take the responsibility for fund raising, cataloging and classification of newly-bought media, or for providing assistance at the reference and lending desks.

This management model could ease the management function of the media teacher tremendously. It would no longer be necessary for the media teacher to convince the principal or subject teachers of the importance of the media center. That would be the task of the management committee and its various subcommittees. By implementing this management model the continued existence of the

media center should be ensured.

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Library Training in the South Pacific From 1972 - 1993

by
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Although this paper will primarily be about the new Diploma in Library Information Studies which was first offered at the University of the South Pacific in 1990, I feel it is necessary to give a bit of background leading up to its inception so that you might better understand how we arrived at the present program. Let me begin by stating that the University of the South Pacific is celebrating its twenty-fifth birthday this year. The institution first opened its doors to students in February, 1968. As an institution of higher learning, it is unique in that it is one of the few regional universities in the world. Its main campus is in Suva, Fiji and it caters to the needs of twelve Pacific island countries, namely the Cook Islands, Fiji, Kiribati, Nauru, Niue, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu, Western Samoa, and the newest member, the Marshall Islands which became a member in 1991. The region stretches over an area of eleven million square miles of ocean, an area which is three times the size of Europe. (Appendix 1) The total land mass is roughly one-third again as large as Denmark and the population of the region is just over one and one-half million. (Appendix 1)

To develop a training program which would meet the needs of such a vast area was not an easy task; for while the people of the South Pacific have much in common, each country has its own distinct culture and tradition. The University from its very beginning has always been conscious of this in any attempts it has made to introduce new programs. As well, it has been charged with the maintenance, advancement and dissemination of knowledge by teaching, consultancy, and training responsive to the well-being and needs of its South Pacific communities.

At the present time the University has approximately ten thousand students, and roughly seventy percent of them undertake their studies through distance education. Over the years the University has established University centers in all member countries with the exception of Tokelau which has an office at the Western Samoan Center. The Marshall Islands as yet does not have a center but this will be established in the near future. In all established centers, libraries have been organized and catered to by the main University Library. The center libraries are primarily for the use of students taking distance education courses. In some countries the libraries are under the leadership of people who have completed the Certificate in Librarianship and who are now working towards their Diploma in Library Studies.

Library Training 1972-1980

In the area of library training, the University has played a major role. When the University first opened its doors in 1968, the professional library staff quickly realized that training for junior and intermediate staff and those working in libraries throughout the country was paramount. Within a period of four years the professional staff at the library along with Library Services of Fiji met the challenge by developing the first semi-formal training for non-professionals in Fiji. The Fiji Certificate was in existence from 1972-1980 and although it was primarily for people working in Fiji there were some people from other countries in the region included in the program. The training was in the form of a series of one week workshops and it was this training that was instrumental in fostering interest in developing a program that would benefit the entire USP region. In the eight years it was offered, a total of seventy-two people received their first training and a large number of them have continued on with further training. It is this group that has formed the core of a dedicated group of semi-professional library assistants in the South Pacific.

Certificate in Librarianship 1981-1993

By the middle of the 1970s, it was obvious that a more intensive training program that would include both theory and practical aspects of librarianship was needed throughout the region if libraries were to make an impact on communities. By early 1981, funding for such a program was approved by Canadian International Development Agency (CIDA). By the second semester of 1981, the first two courses of the six required for completion of the Certificate in Librarianship program were

offered through distance education. The new program was a vocational program and the teaching/learning mode was carried out by satellite tutorials, face to face tutorials for those students living in the vicinity of the University, written assignments and some regional workshops. In 1984 the Canadian funding ended and the University took over the financial cost of continuing the program. At the end of 1992, one hundred and eighty six people in the USP region had gained the Certificate in Librarianship. (Appendix 2) When the program ends in 1993, it is expected that approximately two hundred people will have completed the certificate. No new students have been accepted into the program since 1990. It is worth noting that at this point in time there is a movement throughout the region to revise, update and reinstate the Certificate as many in the region feel there is still a need for it and that it is a viable entry point at which to begin library studies. Whether or not this will be considered by the University Senate remains to be seen. The Certificate program has been quite successful and most people who completed it are working in libraries. A number of people migrated in 1987 at the time of the military coups and among those leaving the country were librarians; a large number of these people have been able to secure positions in libraries at a paraprofessional level.

Diploma in Library information Studies

By the middle of the 1980s the question had arisen about the need for further training beyond the certificate level. University center directors, government officials, as well as librarians throughout the region saw a need for further training in their respective countries. The University library professional staff under the leadership of Esther Williams, the University Librarian and Donita Simmons, the Senior Assistant Librarian, began working on a proposal for the new program. Simmons (1987) stated that a great amount of preliminary work went into the various areas to facilitate planning and assessing the need for upgrading the current certificate to a diploma; analyzing the components in each of the course books currently being used; identifying instructional components not included in the certificate that should be included in the Diploma, and obtaining input from practicing librarians on the need for a diploma program and its content and methods of making it available to students.

One of the first decisions made at the very outset of discussions was to expand the concept of the program from "Librarianship" to "Library information Studies". This concept was carried through to expanding the term "libraries" to "library information specialist." It was thought the new terms would more accurately define the role of libraries and librarians in the world today. Financial support for the new diploma program came from the Canadian Funding Agency International Development Research Center (IDRC) in 1988. Financial support was given for a three-year period. This money was used for the writing of course materials, purchasing textbooks, and paying the salary of one person. At the end of the three-year period the University accepted the financial responsibility for the continuance of the program.

The Diploma does differ from its two predecessors in a number of ways. Perhaps the greatest strength of the new program has been the involvement of more experts from outside the region. Two course writers from the Australian National University and the University of British Columbia who have had a number of years experience working in the South Pacific and who have a good understanding of the needs of the region were hired, the former on a part-time basis and the latter full time. Four other course writers from the University of Hawaii, the University of Maryland, and the California Lutheran University spent from six months to a year on sabbaticals working on new course materials. As well, a public librarian from New Zealand who is working in Fiji has been involved on a part time basis writing materials. Professional staff from the University Library have been involved in giving feedback and making suggestions about written materials. Having a large number of writers with different backgrounds and expertise involved in preparing courses has been advantageous because it has given the program a broader range of ideas and a richer in-depth appeal for students. Second, the Diploma is a recognized and accredited University program and can be a step towards gaining a degree at the University of the south Pacific. The library information courses are all at a first and second year level. For students who do not wish to continue towards a degree they may stop once they have completed the ten courses required for the Diploma. Those wishing to continue towards a degree will have completed one-half the courses required for an undergraduate degree.

As one would expect the qualifications

for admittance to the Diploma program are stricter than for previous programs. Admission may be granted in any of the following ways:

- candidates who have successfully completed the USP Certificate in Librarianship or its equivalent; or
- candidates who have passed the New Zealand University Entrance or the Senate approved Sixth Form examination and LLF11 - Communication and Study Skills course and have three years relevant work experience; or
- candidates who have obtained credit towards a university degree or diploma may be admitted with certain credit exceptions as the Senate considers appropriate; or
- candidates who pass LLF11 and qualify under the mature age regulations and have three years relevant work experience.

The library information courses total nine in number, six of the nine are required to complete the library requirements towards the diploma. In addition to these six courses, four academic electives must be taken. Students may elect to do four one hundred level courses as electives or they may use a combination of one and two hundred level courses. In choosing electives many students have elected to take management and computer courses, although history, geography, English and sociology are also popular courses.

The first four library information courses cover basic areas of librarianship that are found in overseas professional library schools: the role of libraries in society; selection and collection development; cataloging and classification; and reference/information services. The course in Library information Management and the four specialized courses in School Library information Centers - Academic Library information Centers, Public Library information Centers, and Special Library information Centers are all at the two hundred level. The management course is a required course and in the specialized courses students are required to choose one course although they may take more than one if they so desire. It is being proposed to the School of Humanities of which the Library training program is part, that the four specialization courses be moved from a two hundred level to a three hundred level. This would give students a double major if they wish to complete a degree. Each of the specialized courses is treated in much greater detail than they were in the certificate program, where only the school library course was a separate course. Course descriptions are in Appendix III.

The Diploma began in semester one, 1990 as an on-campus pilot program. Twenty-five students were accepted from the Cook Islands, Fiji, Kiribati, Solomon Islands, and Western Samoa. The Department suggested names of candidates who had completed the Certificate, however the final decision had to be left to the individual countries. Twenty-two students began the program and three students dropped out before the third semester was completed. Scholarship money was provided by the Asia Foundation and the IDRC. This money was used for living accommodation, text books, fees, etc. Governments from the various countries paid airfares for their students.

Each semester two library-information courses were offered and those students who were attending full time took one or two electives in their program as well. To make it possible for a number of students in the Suva area who were working and who could only attend classes after work, the library information classes were held from 5:00pm - 8:00pm on Tuesday and Thursday evenings. Class time was divided into lectures, group work, individual presentations and visits to different types of libraries in the Suva area. After each semester, students and the teaching staff evaluated the courses. The course materials were improved upon according to the evaluations and were then given to the University Extension Unit, where a course developer and the course writer concerned collaborated on strengthening the instructional design of the courses to ensure the different learning styles of students could better be met. This work normally takes one semester to complete. It is then offered through the Distance Education Program. Each semester a course is offered, a new assignment booklet is prepared for students.

The overall response from the on-campus students was on the whole positive. For the most part students were keen and active participants in all activities. For many of the students who came from the region and from other parts of Fiji, it was their first time away from home. Homesickness for family and a familiar environment were a problem for some, but on the whole they coped amazingly well.

The first distance education courses were offered in semester one of 1991. Each se-

mester is fifteen weeks in length and there is a two week period at the end for students to revise and prepare for examinations. The University has recently given departments the option of trying a thirty week semester, because of difficulties with mail services among USP countries among other problems, the Department has opted for the longer semester. We believe it will give students more time to spend on their studies and assignments and thus have a better understanding of the materials being covered.

There are one hundred and fifty students at various stages in the diploma. Each semester there are approximately twenty new students who begin their studies. At the time of enrollment counselors in each country travel throughout the region to various centers helping students choose courses. As well, the coordinator of the program spends considerable time pointing out to students the various options available, however, the final decision is left to students. Making such decisions is often very difficult for students because most of them have never been faced with making decisions of this nature.

Evaluation of students is never an easy task and it is particularly difficult to evaluate students who are taking courses by distance learning. Fifty percent of their final mark is based on their four assignments in each course and fifty percent is based on a final examination. Students must have a passing average in both the assignments and the examination. The students studying by distance education are on the whole coping quite well with their studies. There are of course some difficulties which both students and course writers face. For students, the greatest difficulty is with the English language. English is a second and in some cases a third language for many students and while their spoken English is reasonably good they often have difficulty expressing their ideas in written work. Meeting deadlines in getting assignments turned in is a serious problem for many students. Assignments are spaced from six to nine weeks apart depending on the amount of work covered in the assignment but the concept of how much time is required to study the material and do the assignment poses a serious difficulty for students even though we indicate the minimum amount of time they should spend on the work to be studied. The greatest difficulty that course writers encounter in preparing courses is locating material written locally which is suitable. Many of the readings from overseas journals have to be summarized or adapted to meet local needs. To be able to write materials at a level which can be understood by students and at the same time not insult their intelligence is not an easy task.

The Diploma has given graduates the opportunity to gain new in-depth knowledge in the area of computers and this will be a basis which will help them keep pace with technological changes that are taking place at a rapid pace in the South Pacific. The program has also helped to build their self-confidence and hopefully their professional understanding of what library information centers are about. The Diploma program provides people with appropriate training at the semi-professional level and thus will help them to more realistically meet the informational needs of the region. The training at the diploma level is helping to bridge the gap between the library assistant and the professional librarian. The offering of the diploma through distance education will allow students to gain their qualifications with a minimum loss of income and personal dislocation, and furthermore the program will reach the greatest number of people for the least amount of financial resources.

Future Training

What does the future hold for the library information specialist in the USP member countries of the South Pacific? I believe that we can take an optimistic view for the future. As countries in the region continue to develop, there will be an ever greater need for well-developed library information centers and library information specialists. The job market at the present time is reasonably bright. An area where library information centers are likely to continue to expand is in schools. Good library information centers in schools are an essential part of a good education. Young people who graduate from schools who have had the privilege of using well-stocked, well-organized and well-run library information centers are the basis for improving the ability and interest of library information users. Special library information centers in government, industry, and the private sector are also likely to continue to develop as society realizes the need for a greater variety and amount of information.

At this time, it is difficult to say what type of training programs will be developed in the next decade. It is not likely that a new program will emerge before 2005. The question

of developing a professional degree program has been mentioned, but that hardly seems likely at the present time because the financial costs are beyond the University's capacity. The lack of resource materials as well as human resources and physical space makes such an undertaking impractical. There is also the question of whether or not enrollment would be sufficient to support such an undertaking. It is more reasonable to expect that as people complete their undergraduate degree along with their diploma they could be sent overseas to gain their professional qualifications. In the long run this would be less costly and for students it would be an opportunity to gain a more international outlook about the profession.

During the next decade it is reasonable to assume there will be a greater number of in-service professional workshops for practicing library information specialists. Such workshops are likely to involve the technological advances that are beginning to find their way into South Pacific libraries. Outside USP the growth and use of computer applications has made a considerable impact in government structures as well as in the private sector. by and large with the exception of the University of the South Pacific and the south Pacific Commission, libraries have lagged behind in technological advancement.

At this point in the training program we feel that we have extended ourselves to the very limit of our resources, and by 1995 we hope to be able to do a thorough evaluation of all aspects of the program.

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Appendix 1

Country	Area (sq km)*	Population**
Cook Islands	240	17,463
Fiji	18, 272	747,000
Kiribati	726	72,298
Marshall Islands	171	45,563
Nauru	21	8,100
Niue	258	2,532
Solomon Islands	29,785	325,600
Tokelau	12	1,703
Tonga	697	103,000
Tuvalu	26	8,364
Vanuatu	12,189	142,630
Western Samoa	2,934	157,158
Total	65,331	1,631,411

*Land Area taken from the Pacific Islands Yearbook, 1989.
**Population taken from the Statesman's Yearbook 1992-93.

Appendix 2

Number of graduates by Country from 1981-1992.

Country	Graduates
Cook Islands	5
Fiji	120
Kiribati	2
Marshall Islands	New member to the University region in 1991
Nauru	4
Niue	2
Solomon Islands	8
Tokelau	-
Tonga	6
Tuvalu	-
Vanuatu	4
Western Samoa	13
Ex-Patriots in the region	21
New Caledonia	1

Number of Graduates by Year

1982	15
1983	26
1984	14
1985	15
1986	17
1987	18
1988	16
1989	10
1990	5
1991	20
1992	30
Total	186

Appendix 3

Description of Courses for the Diploma in Library Information Studies

HUC01: Introduction to Library Information Studies

Discusses the library and its functions; the role of the librarian; professionalism; the library in society; the library in the total information environment; history of libraries; history of information and technology; intellectual freedom and library information. there are a number of readings included in this course.

HU102: Building the Library Information Center Collection

A review of the process involved in selecting books and other resources for library collections; introduction to the book trade and selection tools; budgets for books and other resources; preparation of a selection policy for various types of libraries; collecting archival resources; censorship; evaluation of the selection process; automation of selection procedures. There are a number of readings included in this course.

HU103: Organizing Library Information Center Resources

This course covers descriptive cataloguing; ISBD, subject classification, the Dewey Decimal Classification and filing. Both books and non-print materials are covered in considerable detail, organizing archival materials and automation. Students are expected to purchase the latest editions of *Sears Subject Headings, Abridged Dewey Decimal Classification, ALA Filing Rules* and the *Concise AACR*.

HU104: Library Information Services

Includes attitudes toward library services; the reference process, an in-depth look at various information sources; reference and information services; archival services; circulation services; evaluation of library services and the automation of library services.

HU205: Management of the Library Information Center

Covers the theories and principles of management; problems and issues in library management; statement of mission, goals and objectives; management of library functions, staffing; data gathering, budgeting; planning and maintaining facilities, equipment and resources; communication skills; accountability; setting priorities; time management; evaluation and library automation.

Options

Students are to choose one of the options from HU206 to HU209.

HU206: The School Library Information Center

Discusses the purpose of the school library information center, emphasis on the role of the teacher librarian as a teaching member of the school staff. Emphasis on cooperative planning and teaching with classroom teachers. Discusses the traditional activities of selecting and organizing materials. Emphasis is placed on developing programs in conjunction with what is being taught in the school; cooperation between the school library and the community; automation of the school library.

HU207: The Academic Library Information Center

Discusses the role of the academic library information center in tertiary education; academic library functions; role of the academic librarian; selection; organization; services; management; promotion; reporting; communication skills; setting priorities; time management; evaluation of the library and its programs; automation of the academic library.

HU208: The Public Library Information Center

Discusses the purposes and role of the public library information center in the community; role of the public librarians; selection, organization; services; management; promotion; reporting; communication skills; setting priorities; time management; evaluation and automation of the public library information center.

HU209: The Special Library Information Center

Discusses the purpose of the special library information center; types of special libraries, the role of the special librarian; selection; organization; services; management, promotion; reporting; communication skills;

setting priorities; time management, evaluation and automation of the special library information center.

Students must choose four academic electives to complete their Diploma studies.

The Role of the Public Library in Supporting Education in the Natal Region

by
Rookaya Bawa

Introduction

The present provision of library services within the Natal region is highly fragmented and largely ineffective. The public, urban,and school libraries continue to exist in complete autonomy from each other and are ambivalent of each other's existence. Each is funded, staffed and stocked individually. No formal policy exists to inform the funding, staffing or access principles. Neither does any informal arrangement exist between the libraries to collectively service society. The result is a fragmented, under-resourced and ineffective service in the Natal region. However, more recently a few forums have emerged which seem to be initiating discussion between the various library services.

The Status Quo in the Natal Region

In order to adequately investigate the possible relationships or articulation between public, urban, and school libraries, it is essential to briefly review the present status of library provision in the Natal region.

The library resource needs of children have been the responsibility of the formal school sector, with public libraries playing a supportive role in the extra-curricular needs of the child and in an incidental fashion the curricular needs as well. It is perceived that the curricular needs of the child should be served by each of the education departments of which in the South African context there are ± 15[1].

However, in South Africa the formal school provision of media resources has not materialized uniformly in the different education departments[2]. In fact provision of media and resources in the schools reflects the wider apartheid structure of privilege that is racially defined.

School Libraries

In the Natal region we have five different Education Departments each with its own policy, staff and funding. Each of the five departments has a media services division and each its respective head of department. The five departments are the Natal Education Department (NED), Department of Education and Training (DET), Department of Education and Culture (DEC), House of Delegates (HOD) and House of Representatives (HOR). Each is attempting to staff, stock, establish and provide a media service to the children it is responsible for. Each has worked in complete autonomy of the other.

> The provision of school library media services to schools differs from one education department to the next. Some departments having excellent building and stock, while other departments have nothing that could vaguely be called a library. These differences appear to exist among schools within the same department, and then too within the same geographic area.[3]

School libraries reflect the wider racial stratification of South African society, with historically "white" schools being better provided for than so called "black" schools. Overduin and De Wit (1986) conducted a detailed review of school libraries in secondary schools of seven different education departments, "with regard to the basic elements of a school library service that is materials, staff, accommodation, organization, and funds."[4] They found that black schools were substantially lacking provision when compared to their white counterpart schools. In Natal, for example, white schools had 12.8 books per child while black schools had 2.4 books per child.[5]

A subsequent study done by Vermeulen (1990) of three hundred forty primary schools in the Durban and Pietermaritzburg area further substantiated the De Wit and Overduin findings of vast discrepancies with respect to school library provision.[6]

Parallel to government schools in Natal, we have a host of private schools with superb library facilities which will compare favorably with the best in the world. Examples of those are Wickham Collegiate, Hilton College, and Michaelhouse.

READ (Read, Educate and Develop) a non-governmental organization is also attempting to establish and support libraries

with the help of donor agencies. They supply book and resource boxes to schools and/or individual classrooms. Their efforts are dependent upon funding from donor agencies who target specific areas, schools, or projects.

It is generally accepted that the present arrangement needs to be rationally and radically reviewed where a more coordinated single education department is established and where regional resource sharing and networking is more seriously investigated.

Provincial Libraries

Library provision in the province is governed by the Provincial Library Ordinance, the Natal Ordinance Number 52 of 1952. On the basis of motivation the central provincial library administration is granted money and resources to provide a library service to people in the Natal region. However, individual public libraries are established by local municipal authorities who build the physical library plant and pay the salary of the librarian, while the provincial library service undertakes to provide resources and in-service training for the branch librarians periodically. Selection, processing and distribution is centrally coordinated in Pietermaritzburg. Thus the branch libraries are sent block loans from the central branch.

The central provincial library services coordinates the distribution of resources to the respective municipal branch libraries via mobile transport services. Public libraries are not always accessible to people. For instance:

> A survey conducted by Stabbins in 1988, before the scrapping of the Separate Amenities Act, found that access to public libraries for black South Africans was gradually granted from the 1970s and accelerated in the 1980s. While race was removed from the statutes, no provision was made for actualizing the principle of equal access. Some town councils invoked a variety of measures (for example, substantial membership fees, or producing electricity receipts as proof of residence) as a means to exclude black users.[7]

Access to public libraries is not a reality for all. Not all municipalities have provided adequate and sufficient libraries for the respective municipality they serve. Where a service does exist it has been imposed on the people who have had no direct say in terms of where the library is to be built, what stock is to be kept, and who is to run the library. Some areas have libraries and some don't. What they have is what they were given not what they chose to have.

Urban Public Libraries

Urban public libraries fall outside of the provincial library arrangement. They consist of libraries that opted to remain independent when the provincial library service was established. The following urban libraries are independent libraries: Bloemfontein, Durban, Germiston, Johannesburg, Cape Town, East London, Pietermaritzburg, Port Elizabeth, and Pretoria.

> In each of these cities a municipal public library service functions within its own special network which, besides a central library, provides for branch libraries acting as service points in the suburban areas. As in the provincial library organization, in the central library of each, material is prepared and distributed to various service points. The main difference is that the central organization itself also functions as a service point, and that the whole service is controlled and financed as a single department of the municipality.[8]

Urban public libraries are based in the urban areas of South Africa, ignoring the majority of our population which is rural based.

In some areas, public libraries, urban libraries, and school libraries seem to be providing overlapping resources and services to the same clientele in some instances, i.e. children that live within a geographic area that have a school library, urban library, and a public library in their area. While one acknowledges that the above is possible it is by no means indicative of the Natal region. The reality is to the contrary. The average child experiences neither the public library, the school library, nor the urban library because none of the above is accessible to most children.

A Possible Way Forward

The provision of effective library service will require the establishment of a process aimed at the formulation of policy which will focus on issues such as, among others:

(i) effective articulation of the three systems described above,
(ii) principles of access and the need to widen access to those sections of our population which have been systematically excluded in the past,
(iii) funding issues,
(iv) staffing issues and in particular, issues pertaining to gender and racial imbalances,
(v) democratization of the governance of libraries and library services, and
(vi) the link between libraries and national development.

It would seem that the various Education Departments should merge into one Department of Education. The question of articulation between the Provincial, urban, and school libraries should be considered with great urgency. The latter has been tried in many countries. Surely, if the Education Departments, Provincial Library services, and the respective urban municipalities talked to rationalize and support one another's initiatives rather than the hit and miss arrangement in existence presently, the service and status of library services would be enhanced.

The infra-structure of a possible partnership is not an impossible idea to contemplate. In fact Ordinance number 5 of 1952 makes the point that the Province can create depots

> ...at a state school, a state aided school or a private school.[9]

Until very recently in the Natal region provincial library services made resources available to schools via block loan arrangements, which ceased in 1970 for white government schools and in 1990 for private schools. Black schools were never serviced by this arrangement. Is it not possible to revitalize the service to serve all schools, given the fact that the ordinance does not exclude services to schools by the provincial library service?

History of Partnership

Up to and until 1970 the provincial library services in the Natal region provided block loans of reading material to white schools in the region. The service ceased when the Natal White Education Department in Natal argued,

> that it would not be in the interests of the Administration or of this Department for the bulk purchase of library books to be arranged by the provincial library services. The right of the Principal and his staff to select books is an essential feature of the school library scheme and this freedom of action and the goodwill of the schools must be preserved at all times...[10]

Further,

> the academic revolution which had and was still taking place made it necessary for the Education Department to utilize all available resources to increase the efficiency of the teaching service. The requirements of all the different types of schools will vary radically as will the requirements of the numerous different subjects in these schools. The new differentiated education about to be introduced will increase the big differences in resources needed to provide for the additional expected differences...[11]

On the basis of the above arguments The Acting Directing of Library Services in the Natal region made the following resolution:

First,

> that the Natal Education Department should assume full responsibility for all the matters relating to books for government school libraries with immediate effect.

Second,

> the Administrative action regarding the writing off and taking charge of school library books by the Provincial Library Services and the Education Department respectively be carried out immediately.[12]

Private schools continued to receive block loans from Provincial Library Services until 1990. Mrs. Van De Riet[13] stated that the service was terminated because it was felt that it was wrong to service only private schools, and if the service is to be offered it should be to all schools. The arguments raised are valid if one

has the funding to establish school libraries in all Natal schools and stock the respective libraries adequately. However, Donaldson (1992) makes the point that

> Government spending on education in south Africa (including the "homelands") comprised 23.6% of the total government spending in 1990, or about 7.1% of the Gross National product. These figures are high by international standards...and the government cannot be expected to commit substantially increased resources to education. Although economists will differ on the details, there is widespread agreement that the levels of taxation cannot be significantly increased at present, and that job creation, improved urban and industrial infrastructure, and direct poverty relief are priority areas alongside education in fiscal reform. Government also has a role to play in renewing vocational education and training, which have been seriously neglected in recent years. There will be intense competition amongst these and other ends for such savings in government spending which might result from reduced defense and apartheid-related spending. While the economy continues to stagnate as it has in recent years, it may be necessary to restrict increases in state spending on education to as little as 2% per year in real terms.[14]

Thus the expected money to establish media centers in each and every school, although ideal will not materialize in the near future. Does this mean that a whole generation will not be provided with books?

Hope

Kwa-Zulu Schools Project

In the Natl region the seeds of partnership have been sown with the establishment of the Kwa-Zulu/Provincial Library project. Kwa-Zulu (DEC) asked Province to help establish libraries in ten schools in the Natal region in 1989. The service to date has been extended to four hundred ninety nine.[15]

Initially DEC was allocated R200,000 to establish school libraries, but with the money allocated it was felt that the box libraries in the READ tradition was the affordable interim answer. Thus boxes and class room collections are distributed by DEC and Provincial library services. For the year 1992/93, R100,000,000 has been allocated.[16]

Province and DEC approached READ with Mrs. Morren's recommendation to make available their reading list to help set up these school boxes. READ refused to supply only the book lists. They supply booklists and training; not the one without the other. So READ was co-opted to help with the task.[17]

Kwa-Zulu has provided the financial resources, while librarians have been seconded by DEC to help with the task. READ and Provincial Library Services have provided the expertise, infrastructure, and support for the initiative. The project is presently housed at the central provincial library services building in Pietermaritzburg.

The project is but a beginning that is hoped will materialize to include more schools and a wider geographic area. It must be hoped that other education departments are included in the project and that the service is expanded to include many, many more schools than are presently being served.

Networking

Regional cooperation with respect to the sharing of resources and expertise among schools was raised at the University of Natal's Durban School Library conference. As a result of that demand and the Education Foundation's suggestion that people working with media should meet to discuss education and media, Sally Ballard and I established a rather historic collaborative group. The Media Forum was established. It consists of the Heads of the Education Media Services from the five education departments in the Natal Region. The group has representation from the Provincial Library Services Division, READ, the Education Foundation, Kwa-Zulu school's based/box project and me.

Meetings are usually held every two months. Members raise issues that they need advice on, e.g. DEC was in the process of drawing plans for new school libraries in some of their schools, and the plans were viewed and improved upon by the group in the light of experiences and expertise that each in the group

had. The group has worked and is working on a number of projects collectively in the region. The following are a few examples of joint efforts embarked on:

First, a register of all schools in the Natal region has been started and all the information is being fed to Dolsie Kriger of the Education Foundation who is busy mapping the respective schools in the Natal region.

Second, a draft working document on policy with respect to school library media services is being drawn up for comment.

Third, the Education Media heads have begun discussion with Provincial Library Services on possible areas of cooperation between schools and Provincial Library Services.

Fourth, READ and I have been asked to investigate the possibility of coordinating a series of in-service workshops for teachers in the region. A draft document with ideas for in-service workshops is circulating for discussion and comment.

Fifth, the Forum has been actively writing letters to various institutions and departments challenging the opening of their services to all departments of education. One such success story is the opening of the Indian Teachers centers to all teachers irrespective of which Department they work for. However, the group needs to widen its constituency to include Urban Libraries and to have a more accountable constituency that is able to affect the necessary changes needed.

NEPI/Trans LIS

The National Education Coordinating Committee (NECC) has produced a number of discussion documents pertaining to policy on education in South Africa. As a result, a document relating to libraries has been produced. A group of individuals and organizations felt that the National Education Policy Investigation (NEPI) document commissioned by the NECC had to be taken forward and this led to the establishment of the Transforming Library and Information Services Group (Trans LIS). The group consists of a wide range of organizations and individuals that are hoping to work together towards common professional ends of investigating and hopefully impacting on policy in the region.

Forums

Resource centers within organizations in Natal have come together to create the Natal Resource Centre Forum.

These are but a few examples of partnerships in the Natal region but nevertheless a significant beginning towards a shared professional goal of common community resource service.

Conclusion

We seem to have reached the point where it's almost possible to arrange a bosberaad on media services in the Natal region, to impact on policy formulation, and to create a more rational and effective service for the region as a whole. However, these initiatives described above are not sufficient in themselves to take the process forward.

A process has to be put into place which has as its primary goal the drawing together of 'experts' and the large formations of civil society to establish a policy formulation exercise which is representative and has legitimacy. The questions of articulation and access are difficult but tractable. The cooperation examples described above may represent the roots of such a process.

Notes

1 Christie, P. *The Right to Learn: The struggle for education in South Africa*. Cape Town. Sached Trust/Ravan Press, 1991.p101

2 SAILIS/Lambert Wilson Review Workshop. General consensus amongst all the presenters. 1992.

3 School library Conference proceedings. University of Natal, PMB. 1992.p54

4 Overduin, P.G.J. and De Wit, N. *School Librarianship in South Africa, a Critical Evaluation: Secondary Education*. Bloemfontein. University of the Orange Free State, 1986.

5 Ibid.

6 Vermeulen, W.M. "South African School Libraries and Standards." *South African Journal of Library and Information Science*. 59(2), 1991.

7 *Library and Information Services: Report of the NEPI Library and Information Services Research Group, a Project of the National Education Coordinating Committee*. Cape Town: Oxford Press, 1992.

8 Malan, S.I. *Library and Information Services: a General Orientation*. Durban: Butterworth, 1978.

9 Natal Ordinance 5 of 1952.

10 Natal Education Departments Minutes and Records of the Library Media Department, 1970.

11 Ibid.

12 Ibid.

13 Van de Riet, A. Discussion during meeting between Province and media heads. Pietermaritzburg. 1993.

14 Donaldson, A. R. NEPI Draft Documentation Paper, 1992.

15 Beecham, L. Personal Communication on the Kwa-Zulu project, 1993.

16 Ibid.

17 Tomlinson, J. Personal communication, 1993.

Computerizing the Chinese International School Libraries

by
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The School

The Chinese International School is unique in Hong Kong. It aims to teach the students both English and Mandarin so that the students will be truly bilingual. There are approximately one thousand students from Reception to Year 13 (ages 4 to about 18). The students have a heavy program of learning English and Chinese languages throughout as well as the standard subjects taught in most Western countries.

Mandarin is the official language of China, Taiwan, and Singapore, and since Hong Kong will be returned to China in 1997 there is a great deal of interest in the study of Mandarin. In fact, Cantonese is the most common Chinese language in Hong Kong since the province of Canton is right next door to Hong Kong, and the most Hong Kong chinese come from Canton (or Guangzhou as it is now more commonly known). The local schools teach Cantonese and English. There are also a number of international schools that offer the UK curriculum mostly to students who will be returning to UK or Hong Kong students opting for a British education. It is also possible to have a Hong Kong version of an American education or even French or German. At all other schools in Hong Kong one language predominates. Students can opt to study other languages, but this is not usually compulsory. At the chinese International School all students must study English and Mandarin. Therefore, to support this mission our libraries are also bilingual. We collect English language and Chinese language materials

The Libraries

We have three divisions in the school - Infant (Reception-P2), Junior (P3-P6), and Secondary (Year 7-Year 13). We have three libraries to serve these divisions of almost one thousand square meters. There are five floors of library. The Infant and Junior Libraries are one floor each in a block adjacent to the Infant and Junior Divisions and the Secondary Library consists of three floors likewise adjacent to the Secondary Division. The school is ten years old. It has been growing year by year so that in September 1993 we have our first Year 13. The libraries have been growing also.

However it is only since we have moved into our new facilities two years ago that we have had full-time staff in the Junior and Secondary Libraries. We now have five staff members - three professional librarians, one library assistant and one audiovisual technician.

When we moved into the present facilities two years ago the collections in the Junior and Secondary Libraries were quite small. The Secondary Library had only about one thousand items. It was felt to be a perfect time to computerize, anticipating very rapid growth. In fact during the last two years we have added about six thousand items to the Secondary Library alone.

The System

When we went shopping for a computer system for our libraries we needed to find one that would allow us to input both our Chinese-language and English-language materials together and display them together for our students and staff to support our bilingual curriculum. We found only two: Dynix and V-LIB. Since Dynix quoted us HK$1 million for software alone, this reduced the field to one. In fact after attending demonstrations of both, V-LIB was the one that appealed to us the most.

V-LIB was developed by a Singaporean-based company and I'm told that the program was written by a librarian. I think that it shows after looking at other library systems written by people with almost no knowledge or understanding of libraries. V-LIB is PC based library management system which uses a standard DOS environment. It consists of six different modules: Cataloguing and Enquiry, Serials, Acquisitions, Item Control, Loans and Circulation, and MARC interface. There are also three other options: OPAC (On-line Public Access Catalog), ideographic capability that allows handling of Chinese, Japanese, Korean, and Portuguese scripts and image interface. All modules are fully integrated so that a record input or modified in one module is immediately

available in all others.

The system can be introduced gradually depending on budgetary constraints. In our case we began computerizing with the Cataloging and Enquiry module and introduced the Circulation and OPAC modules at a later stage. We have plans to add the Serials and Acquisitions modules in the future.

Let me give a brief description of the modules that we are presently using.

Cataloging and Enquiry

- Catalog records are in LC MARC format using standard MARC tags. During the set-up phase the library defines which it will use. This allows the possibility of importing MARC records at a later stage.
- Different information types such as books, serials, videos, posters, etc. can be entered.
- Multiple copies of an item can be attached to a single catalog record, each identified and tracked by its unique barcode number.
- Data is entered interactively so that it is immediately available for modification or enquiry. All indexes are updated online.
- A stopword list is maintained to eliminate unnecessary indexing of common words such as "a" and "the".
- Presearching by keyword in title, author, subject, series, or call number are available to check for duplicates.
- Reports available in this module include accession lists and catalog lists sorted by any order nominated and the contents of the list can be defined by the library.

Loans and Circulation

- Borrower records are maintained and can be updated online including borrower status, reservations, loans, overdue items, fines, and even mess-ages.
- Loan periods, fine rates according to borrower type, and information type can be predefined for loans.
- Due dates are generated by a pre-set calendar to allow for weekends and public and school holidays.
- When returning, reservations and overdues are notified. Renewals can easily be done. Fines are also calculated and can be discharged at this point.
- All the parameters are pre-set in the setup phase but can easily be overridden.
- A variety of reports are available including loan and circulation log reports, overdue notices, reservation notices, lists of items on loan, and circulation statistics.

OPAC

- It is possible to limit a search according to information type, e.g. only Chinese language books or audiovisual material.
- Searches can be made by author, subject or series or according to keywords in the title entry.
- Boolean searching to expand or limit the search is also available.
- Users can find out if the item is on loan or on the shelf and reservations can be made at the OPAC workstations.
- Users can check their library records.

Special Features of V-LIB

Customization

The system can be set up to suit the needs of the library. For example, catalog records can be as detailed or as simple as required.

User Friendliness

All modules are menu or function-key driven with help screens for all functions. The use of color in the OPAC workstations also increases the system's appeal to students.

Security

After horror stories of student hackers disabling the library system in another local school, we were very conscious of security. Various levels of security are available so that students can only have access to the OPAC module. Using ID and passwords, only the library staff can access the cataloging and circulation modules.

Local Support

Vitechnology has an office in Hong Kong. They are available to help us at any time. They have been known to actually be with us within the hour! For example, on one occasion the system was shut down without switching off one of the workstations before the server which meant that we lost all of our records. Fortunately we had been doing our backup daily and with some help we were up and running again in a very short time.

Training

Training was provided for each module as it was introduced. This was vital as there was very little previous experience with computers among the library staff.

Enhancements

Any enhancements or developments to the program are passed on to the other users automatically. The system is constantly being upgraded and improved. For example, "see" and "see also" references have just been introduced.

CJK Capability

Finally, the most exciting feature: Chinese, Japanese, and Korean characters can be input and displayed in this system. This feature was vital for us since a large part of our collection is Chinese language material.

Implementation

Computerizing began in the Secondary Library and was completed in three phases. During Phase 1, all of the records were entered in the Cataloging Module including both English-language and Chinese-language materials. This took about six months alongside the normal operation of the library. The OPAC module was then introduced in Phase 2 and finally the Circulation module in Phase 3. The whole process took about one year. The Infant and Junior Libraries will follow this schedule. So far, they have entered all of the records in the Cataloging Module and are about to introduce the OPAC modules.

The Future

We look forward to introducing the Acquisitions and Serials modules after a breathing space, possibly in a year's time. In the meantime, we are enjoying discovering all of the capabilities of our system. The software developer is very responsive to our suggestions and enhancements, and in turn we are benefiting from developments passed on to us from the suggestions made by other libraries using this system.

We are particularly pleased that we were able to introduce a computer system to our libraries when our collection was so small and the libraries very new.